

1997-98 Louisiana Progress Profiles

District Composite Report

Rapides Parish

Published March 1999

Prepared by the
Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

Louisiana State Board of Elementary and Secondary Education

Ms. Glenny Lee Buquet
President
3rd BESE District

Mr. Clifford Baker
Vice-President
8th BESE District

Mr. Keith Johnson
Secretary-Treasurer
2nd BESE District

Ms. Donna Contois
1st BESE District

Mr. Walter Lee
4th BESE District

Dr. James Stafford
5th BESE District

Dr. Richard Musemeche
6th BESE District

Dr. John A. Bertrand
7th BESE District

Mr. Gerald Dill
Member-at-Large

Ms. Leslie Jacobs
Member-at-Large

Mr. Paul G. Pastorek
Member-at-Large

Ms. Weegie Peabody
Executive Director

This public document is published at a total cost of \$19,142; 2,780 copies of this public document were published in the first printing at a cost of \$19,142. The total cost of all printings of this document, including reprints, is \$19,142. This document was published by the Louisiana Department of Education, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

TABLE OF CONTENTS



**Louisiana Department of
Education**

P.O. Box 94064
Baton Rouge, LA 70804-9064

Cecil J. Picard
State Superintendent of Education

Introduction	i
Part 1. District Summary	
Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3
Part 2. School Characteristics	
Faculty with a Master's Degree or Higher	2-9
Class Size Characteristics	2-13
Part 3. Student Participation	
Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-15
Part 4. Student Achievement	
Reading Level Evaluation Results	4-1
Criterion-referenced Test (CRT) Results	4-15
Norm-referenced Test (NRT) Results	4-27
Part 5. College Readiness	
American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3
Glossary	

KEY TO TABLES

Table 1: Schools in Rapides Parish	2-1
Table 2: Faculty with a Master's Degree or Higher	2-10
Table 3a: Class Size Characteristics - Elementary Schools	2-15
Table 3b: Class Size Characteristics - Middle/Jr. High Schools	2-20
Table 3c: Class Size Characteristics - High Schools	2-22
Table 3d: Class Size Characteristics - Combination Schools	2-24
Table 4a: Percent of Student Attendance - Elementary Schools	3-3
Table 4b: Percent of Student Attendance - Middle/Jr. High Schools	3-5
Table 4c: Percent of Student Attendance - High Schools	3-6
Table 4d: Percent of Student Attendance - Combination Schools.....	3-7
Table 5: Student Dropouts	3-11
Table 6a: Students Suspended and Expelled - Elementary Schools	3-17
Table 6b: Students Suspended and Expelled - Middle/Jr. High Schools	3-24
Table 6c: Students Suspended and Expelled - High Schools	3-26
Table 6d: Students Suspended and Expelled - Combination Schools.....	3-29
Table 7a: Reading Level Evaluation Results - Grade 2	4-3
Table 7b: Reading Level Evaluation Results - Grade 3	4-9
Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3	4-16
Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5	4-19
Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7.....	4-22
Table 8d: Graduate Exit Examination (GEE) Results	4-24
Table 9a: Norm-referenced Test (NRT) Results - Grade 4	4-29
Table 9b: Norm-referenced Test (NRT) Results - Grade 6.....	4-36
Table 9c: Norm-referenced Test (NRT) Results - Grade 8	4-39
Table 9d: Norm-referenced Test (NRT) Results - Grade 9.....	4-43
Table 9e: Norm-referenced Test (NRT) Results - Grade 10	4-47
Table 9f: Norm-referenced Test (NRT) Results - Grade 11.....	4-51
Table 10: American College Test (ACT) Results	5-2
Table 11: First-time College Freshmen Performance.....	5-5

The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

-
- a description of how data are organized in the accompanying table(s);
 - a description of how data appear in the *School Report Cards*;
 - definitions of key terms, where applicable;
 - formulas/equations used to calculate statistics, where applicable; and
 - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

Report. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

References

- Carmines, E. G. and Zeller, R. A. (1979). Reliability and validity assessment. *Series: Quantitative Applications in the Social Sciences*, 7 (017), 11,15.
- Children First Act of 1988. La. RS.17:3911-3912, *Louisiana Revised Statutes*.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Honig, B. (1994, June). How can Horace best be helped? *Phi Delta Kappan*. 75 (10), 790-796.
- Levine, D.U., & Lezotte, L.W. (1990). Context differences: Grade level, socioeconomic status, and rural schools. *Unusually effective schools: A review and analysis of research and practice*, Madison, WI: The National Center for Effective Schools Research and Development.
- Oakes, J. (1989). What educational indicators: The case for assessing the school context. *Educational Evaluation and Policy Analysis*. 11 (2), 181-199.
- Odden, A. (1990). Educational indicators in the United States: The need for analysis. *Educational Researcher*. 19 (5), 24-29.
- Smith, M. (1988). Educational indicators. *Phi Delta Kappan*, 69 (7), 487-491.

LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3

Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

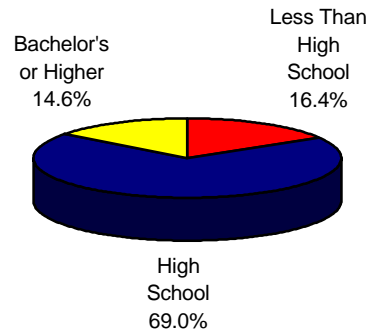
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

Rapides Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

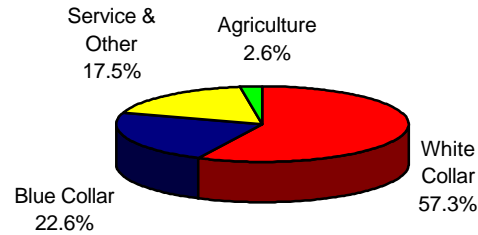
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

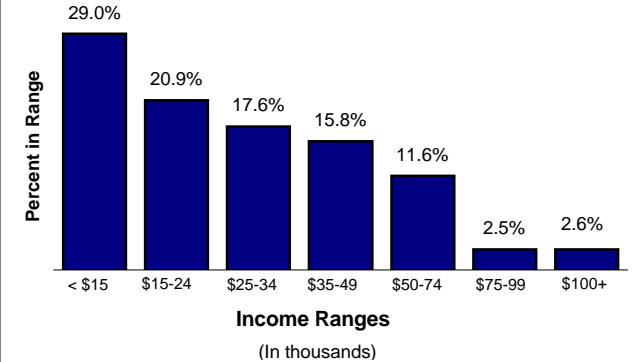
Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

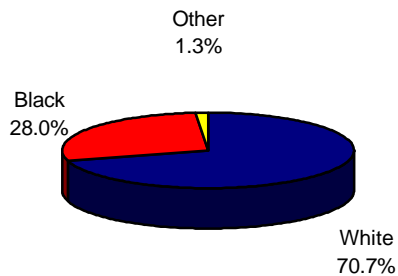
Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Rapides Parish, p. 1-2

Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	24.1%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	18.3%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income ¹	\$19,656	\$19,709	\$24,436
Unemployment Rate ²	6.6%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	21.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- *Revenues*—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.
- *Expenditures*—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.

2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. Facility Acquisition & Construction Services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. District expenditures per pupil: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

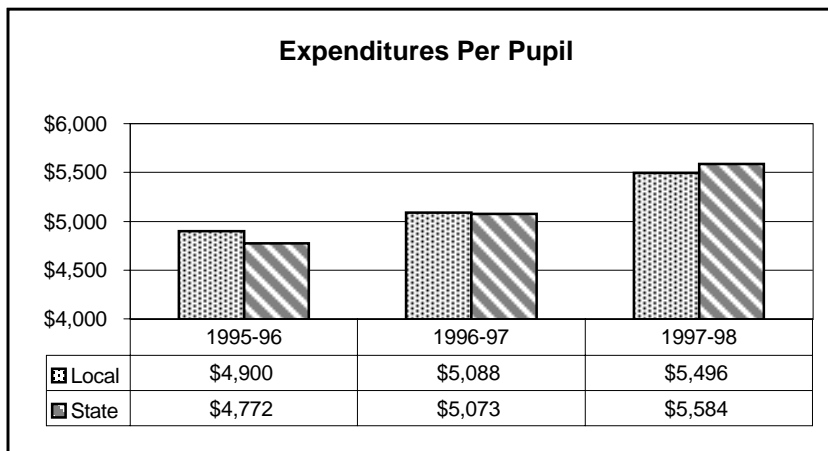
Rapides Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$46,613,747	36.9%	36.8%	\$48,059,470	36.0%	37.4%	\$49,488,632	35.1%	37.6%
State	\$65,542,572	51.9%	50.9%	\$70,186,956	52.6%	50.8%	\$74,555,526	52.9%	51.0%
Federal	\$14,217,637	11.3%	12.3%	\$15,092,264	11.3%	11.8%	\$16,856,335	12.0%	11.4%
Total	\$126,373,956	100.0%	100.0%	\$133,338,690	100.0%	100.0%	\$140,900,493	100.0%	100.0%

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
24,320	23,929	23,590

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$5,196	\$5,572	\$5,973
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$19,125	\$25,670	\$26,800
1996-97	\$20,232	\$28,264	\$29,025
1997-98	\$22,682	\$29,596	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$74,968,141	65.7%	68.0%	\$79,184,482	66.0%	68.2%	\$84,874,638	66.8%	68.9%
Non-Instructional Expenditures	\$39,116,444	34.3%	32.0%	\$40,713,242	34.0%	31.8%	\$42,156,672	33.2%	31.1%
Subtotal	\$114,084,585	100.0%	100.0%	\$119,897,724	100.0%	100.0%	\$127,031,310	100.0%	100.0%
Facility Acquisition & Construction Services	\$5,092,605			\$1,862,222			\$2,615,186		
Total Expenditures (excluding debt services)	\$119,177,190			\$121,759,946			\$129,646,496		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

Schools in Rapides Parish

Schools in Rapides Parish												
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
October 1 Membership			23,548	23,556	23,697	24,186	23,493	23,112				
Number of Faculty			1,598	1,635	1,661	1,737	1,691	1,640				

Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher												
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
<i>Percent</i>	<i>Number</i>		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
43.05	681		41.96	678	39.88	656	40.27	693	39.19	656	35.91	589

Class Size Characteristics for Grades K-12

Elementary Schools

Class Size Characteristics for Grades K-12												
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
<i>Percent</i>	<i>Number</i>		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Class Size Range 1 - 20			~	~	38.24	395	38.12	409	31.33	318	32.19	338
Class Size Range 21 - 26			~	~	43.18	446	41.10	441	44.24	449	51.05	536
Class Size Range 27 or more			~	~	18.59	192	20.78	223	24.43	248	16.76	176
Class Size Range 1 - 20			~	~	31.75	227	29.29	191	11.53	77	12.96	81
Class Size Range 21 - 26			~	~	35.80	256	37.58	245	30.99	207	29.76	186
Class Size Range 27 or more			~	~	32.45	232	33.13	216	57.49	384	57.28	358
Class Size Range 1 - 20			~	~	40.93	578	42.29	598	43.39	643	40.26	618
Class Size Range 21 - 26			~	~	29.75	420	31.54	446	33.40	495	33.36	512
Class Size Range 27 or more			~	~	29.32	414	26.17	370	23.21	344	26.38	405
Class Size Range 1 - 20			~	~	51.43	90	57.49	96	72.82	209	40.88	74
Class Size Range 21 - 26			~	~	37.14	65	25.75	43	22.30	64	37.57	68
Class Size Range 27 or more			~	~	11.43	20	16.77	28	4.88	14	21.55	39
Class Size Range 1 - 20			37.15	1,216	38.68	1,290	39.14	1,294	36.12	1,247	32.76	1,111
Class Size Range 21 - 26			37.43	1,225	35.59	1,187	35.54	1,175	35.20	1,215	38.40	1,302
Class Size Range 27 or more			25.42	832	25.73	858	25.32	837	28.68	990	28.84	978

All Schools

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
Percent of Student Attendance						
<i>Elementary Schools</i>	~	95.87	95.69	96.01	96.03	95.96
<i>Middle/Jr. High Schools</i>	~	94.06	94.65	94.49	94.81	95.15
<i>High Schools</i>	~	93.19	92.88	93.68	94.09	95.64
<i>Combination Schools</i>	~	94.65	94.08	94.85	95.94	93.18
<i>All Schools</i>	94.81	94.85	94.72	95.07	95.29	95.61

Student Dropouts													
		1992-93 ³		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Student Dropouts													
Grade 7		0.05	1	0.10	2	0.10	2	4.93	112	5.01	109	3.05	66
Grade 8		0.53	10	0.29	5	0.34	6	5.56	110	2.90	61	2.61	50
Grade 9		2.44	49	1.53	32	0.88	17	8.55	197	6.85	162	7.80	186
Grade 10		1.28	21	1.95	32	0.49	8	10.43	190	10.51	205	9.37	185
Grade 11		1.11	13	1.24	16	0.86	10	9.20	144	10.21	150	8.51	139
Grade 12		3.36	42	3.43	43	1.20	16	6.19	98	5.82	78	18.73	288

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1992-93		1993-94		1994-95		1995-96 ¹		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Students Suspended and Expelled													
Elementary Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	2.80	375	4.23	538
Suspended (Out of School)		~	~	4.33	557	3.84	489	2.64	365	0.00	0	0.00	0
Expelled (In School)		~	~	~	~	~	~	~	~	0.14	19	0.02	2
Expelled (Out of School)		~	~	0.05	7	0.09	12	0.01	2	0.00	0	0.00	0
Middle/Jr. High Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	24.99	942	23.92	856
Suspended (Out of School)		~	~	21.95	696	26.44	855	25.53	1,028	0.00	0	0.00	0
Expelled (In School)		~	~	~	~	~	~	~	~	1.80	68	0.61	22
Expelled (Out of School)		~	~	0.76	24	0.49	16	0.57	23	0.03	1	0.00	0
High Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	16.11	1,281	16.55	1,310
Suspended (Out of School)		~	~	15.12	971	16.02	1,002	17.40	1,278	0.00	0	0.00	0
Expelled (In School)		~	~	~	~	~	~	~	~	0.59	47	0.28	22
Expelled (Out of School)		~	~	0.48	31	0.19	12	0.08	6	0.01	1	0.00	0
Combination Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	11.18	150	12.70	186
Suspended (Out of School)		~	~	13.65	166	18.14	218	8.58	150	0.00	0	0.00	0
Expelled (In School)		~	~	~	~	~	~	~	~	0.22	3	0.14	2
Expelled (Out of School)		~	~	0.00	0	0.17	2	0.06	1	0.00	0	0.00	0
All Schools													
Suspended (In School)		~	~	~	~	~	~	~	~	10.51	2,740	11.24	2,882
Suspended (Out of School)		8.72	2,080	10.10	2,390	10.95	2,564	10.55	2,813	0.00	0	0.00	0
Expelled (In School)		~	~	~	~	~	~	~	~	0.53	137	0.19	48
Expelled (Out of School)		0.21	51	0.26	62	0.18	42	0.12	32	0.01	2	0.00	0

District Indicator Summary Results

Student Achievement

Reading Level Evaluation Results												
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 ¹		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Reading Level Evaluation Results - Grade 02												
Students Assessed	~	~	~	~	~	~	~	~	~		1,712	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	21.38	366	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	44.92	769	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	33.70	577	
Reading Level Evaluation Results - Grade 03												
Students Assessed	~	~	~	~	~	~	~	~	~		1,616	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	22.65	366	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	49.44	799	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	27.91	451	

Percent of Students Passing CRT and Number of Students Tested												
1992-93		1993-94		1994-95		1995-96 ²		1996-97		1997-98		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Criterion-referenced Test (CRT) Results - Grade 03												
Language Arts	96	1,836	95	1,791	96	1,703	97	1,726	96	1,684	95	1,642
Mathematics	95	1,824	94	1,784	94	1,695	95	1,719	94	1,680	93	1,641
Criterion-referenced Test (CRT) Results - Grade 05												
Language Arts	97	1,689	96	1,735	95	1,735	95	1,818	95	1,734	94	1,619
Mathematics	95	1,689	96	1,734	94	1,729	94	1,819	92	1,731	94	1,618
Criterion-referenced Test (CRT) Results - Grade 07												
Language Arts	93	1,576	93	1,638	93	1,677	90	1,884	90	1,786	90	1,790
Mathematics	91	1,575	90	1,632	90	1,659	80	1,888	82	1,784	81	1,776
Graduation Exit Exam (GEE) Results												
Language Arts	97	1,344	95	1,342	93	1,366	93	1,290	89	1,439	91	1,485
Mathematics	91	1,338	87	1,342	89	1,367	86	1,284	81	1,430	77	1,478
Written Composition	93	1,317	95	1,323	98	1,345	97	1,254	96	1,386	97	1,429
Science	92	1,084	94	1,211	90	1,162	87	1,226	86	1,142	87	1,244
Social Studies	94	1,076	95	1,204	93	1,159	92	1,232	90	1,132	91	1,243

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quartile	~	~	~	~	~	22.6
	Third Quartile	~	~	~	~	~	27.1
	Second Quartile	~	~	~	~	~	35.9
	First Quartile	~	~	~	~	~	14.3
	Percentile Rank	~	~	~	~	~	54.0
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quartile	~	~	~	~	~	24.7
	Third Quartile	~	~	~	~	~	29.7
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	17.0
	Percentile Rank	~	~	~	~	~	55.0
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quartile	~	~	~	~	~	18.8
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	23.2
	Percentile Rank	~	~	~	~	~	48.0
Norm-referenced Test (NRT) Results - Grade 09							
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	30.8
	First Quartile	~	~	~	~	~	21.5
	Percentile Rank	~	~	~	~	~	50.0
Norm-referenced Test (NRT) Results - Grade 10							
	Fourth Quartile	~	~	~	~	~	25.2
	Third Quartile	~	~	~	~	~	29.9
	Second Quartile	~	~	~	~	~	25.6
	First Quartile	~	~	~	~	~	19.3
	Percentile Rank	~	~	~	~	~	54.0

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 11						
Fourth Quartile	~	~	~	~	~	27.2
Third Quartile	~	~	~	~	~	26.9
Second Quartile	~	~	~	~	~	28.4
First Quartile	~	~	~	~	~	17.5
Percentile Rank	~	~	~	~	~	55.0

College Readiness

American College Test (ACT) Results						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Average Composite Score	20.0	19.7	19.5	19.8	19.8	20.1

First-time College Freshmen Performance											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	1,170		1,178		1,144		1,224		930		~
41.62	487	40.07	472	43.62	499	47.71	584	50.43	469	~	~
60.78	296	56.14	265	58.12	290	51.54	301	53.09	249	~	~

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-9
Class Size Characteristics	2-13

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040001	Acadian Sixth Grade Center						
	Grade Structure	6,S	6,S	6	6,NG	6,NG	6,NG
	October 1 Membership	300	275	325	341	276	292
	Number of Faculty	30	27	29	29	28	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040002	Alexandria Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	637	660	666	732	732	671
	Number of Faculty	46	48	47	47	48	42
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
040003	Alexandria Senior High School						
	Grade Structure	9-12,NG,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	915	927	941	1,078	1,047	1,048
	Number of Faculty	65	70	69	76	79	71
	Category	~	High	High	High	High	High
040004	Ball Elementary School						
	Grade Structure	P,K-5	P,K-5	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	506	464	471	452	435	419
	Number of Faculty	31	32	31	34	33	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040005	Barron Sr., J.L., Elementary School						
	Grade Structure	K-5	P,K-5	K-5	K-5	K-5,NG	K-5,NG
	October 1 Membership	655	629	597	602	594	560
	Number of Faculty	42	40	38	39	39	36
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040006	Bolton High School						
	Grade Structure	9-12,NG,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	849	819	835	1,041	1,049	1,131
	Number of Faculty	69	71	75	74	79	73
	Category	~	High	High	High	High	High
040008	Brame, Scott M., Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	680	662	684	709	701	683
	Number of Faculty	46	45	48	45	45	43
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040009	Brasher, Mabel, Elementary School						
	Grade Structure	K-5,S	P,K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	458	486	464	421	385	375
	Number of Faculty	32	36	36	38	36	32
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040010	Buckeye Elementary School						
	Grade Structure	K-3,NG,S	P,K-3,S	K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	572	561	539	517	528	548
	Number of Faculty	34	32	35	35	35	32
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040011	Buckeye High School						
	Grade Structure	7-12	7-12	7-12	7-12	7-12,NG	7-12
	October 1 Membership	498	551	572	603	628	619
	Number of Faculty	33	36	37	40	40	40
	Category	~	High	High	High	High	High
040012	Cherokee Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	511	546	512	478	468	441
	Number of Faculty	31	34	34	33	32	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040013	Glenmora Elementary School						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	434	433	442	435	432	410
	Number of Faculty	30	32	31	31	30	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040014	Glenmora High School						
	Grade Structure	7-12,S	7-12,S	7-12	7-12,NG	7-12,NG	7-12,NG
	October 1 Membership	266	276	295	312	298	286
	Number of Faculty	26	28	28	28	27	26
	Category	~	High	High	High	High	High
040015	Goff, Mary, Elementary School						
	Grade Structure	K-5,S	K-5,NG	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	379	381	377	387	365	329
	Number of Faculty	26	25	29	28	28	23
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040016	Horseshoe Drive Elementary School						
	Grade Structure	K-5,S	P,K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	451	433	377	362	357	355
	Number of Faculty	33	31	30	27	30	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040017	Huddle, D.F., Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	359	350	325	291	284	290
	Number of Faculty	33	33	30	30	29	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040018	Jones Street Junior High School						
	Grade Structure	7-8,S	7-8	7-8	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	409	379	385	410	413	418
	Number of Faculty	27	30	30	26	30	26
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
040019	Kelso-Twin Cities High School						
	Grade Structure	6-8,S	Closed	~	~	~	~
	October 1 Membership	0	Closed	~	~	~	~
	Number of Faculty	8	Closed	~	~	~	~
	Category	~	Closed	~	~	~	~
040022	Lincoln Road Primary School						
	Grade Structure	P,K-2,S	P,K-2,S	P,K-2	K-2	K-2	K-2
	October 1 Membership	402	402	389	336	324	329
	Number of Faculty	28	27	27	28	27	24
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040023	Lincoln Road Sixth Grade Center						
	Grade Structure	6,S	6,S	6	6,NG	6,NG	6,NG
	October 1 Membership	407	414	416	407	391	380
	Number of Faculty	35	35	34	31	32	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040024	Martin Park Elementary School						
	Grade Structure	K-5,S	P,K-5	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	473	431	368	282	272	274
	Number of Faculty	27	29	27	27	26	24
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040025	Moore, Lessie, Elementary School						
	Grade Structure	K-5,S	P,K-5	P,K-5	K-5	K-5,NG	K-5,NG
	October 1 Membership	418	395	379	342	321	312
	Number of Faculty	32	34	34	32	31	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040026	Nachman, J.B., Elementary School						
	Grade Structure	K-5,NG,S	P,K-5	K-5	K-5	K-5,NG	K-5,NG
	October 1 Membership	575	551	526	487	464	443
	Number of Faculty	40	37	36	38	38	34
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040027	North Bayou Rapides Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	362	387	307	301	328	326
	Number of Faculty	24	29	27	28	26	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040028	Oak Hill High School						
	Grade Structure	7-12,S	7-12,S	7-12	7-12,NG	7-12,NG	7-12,NG
	October 1 Membership	362	363	371	399	369	354
	Number of Faculty	26	30	29	31	31	26
	Category	~	High	High	High	High	High
040029	Paradise Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	420	401	366	353	362	351
	Number of Faculty	29	30	28	28	26	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040030	Peabody Magnet High School						
	Grade Structure	9-12	9-12	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	903	898	898	824	843	804
	Number of Faculty	57	57	52	53	52	51
	Category	~	High	High	High	High	High
040031	Peabody Sixth Grade Center						
	Grade Structure	6	6	6	6	6	6
	October 1 Membership	313	297	340	293	312	318
	Number of Faculty	23	20	25	21	26	22
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040032	Pineville Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	495	497	461	417	390	378
	Number of Faculty	29	32	33	38	37	35
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040033	Pineville High School						
	Grade Structure	9-12,NG,S	9-12,NG,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	966	1,025	1,054	1,096	1,066	1,092
	Number of Faculty	77	77	78	76	75	68
	Category	~	High	High	High	High	High
040034	Pineville Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	588	550	551	641	641	615
	Number of Faculty	49	46	44	45	45	40
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
040035	Plainview High School						
	Grade Structure	K-12,S	K-12,S	P,K-12	K-12,NG	K-12,NG	K-12,NG
	October 1 Membership	296	301	300	293	290	308
	Number of Faculty	30	31	30	33	31	28
	Category	~	Combination	Combination	Combination	Combination	Combination
040036	Poland Junior High School						
	Grade Structure	K-8,S	K-8,S	P,K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	351	359	369	347	332	333
	Number of Faculty	25	26	28	24	29	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040037	Rapides High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	302	317	308	324	322	309
	Number of Faculty	31	31	30	29	27	25
	Category	~	High	High	High	High	High
040038	Raymond, Carter C., Junior High School						
	Grade Structure	4-8,S	4-8,S	4-8	4-8,NG	4-8,NG	4-8,NG
	October 1 Membership	334	305	287	294	274	252
	Number of Faculty	24	25	25	19	22	23
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040039	Reed Avenue Elementary School						
	Grade Structure	K-5	K-5	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	188	186	173	162	178	168
	Number of Faculty	17	18	17	15	17	16
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040040	Rosenthal Elementary School						
	Grade Structure	K-5	K-5	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	433	405	407	411	434	408
	Number of Faculty	27	27	28	29	29	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040041	Ruby-Wise Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5,NG	K-5,NG
	October 1 Membership	245	249	235	225	226	232
	Number of Faculty	21	20	19	18	19	18
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040042	Rugg, L.S., Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	406	387	364	251	274	309
	Number of Faculty	29	30	31	30	29	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040043	Hall, W.O., School						
	Grade Structure	P,K-2	K-2	P,K-2	K-2	K-2	K-2
	October 1 Membership	350	334	307	287	267	273
	Number of Faculty	25	25	24	22	22	21
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040044	Slocum, J.S., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	343	367	372	329	344	324
	Number of Faculty	28	28	30	29	30	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040045	Alma Redwine Elementary School						
	Grade Structure	K-2	K-2	P,K-2	K-2	K-2	K-2,NG
	October 1 Membership	233	238	200	168	199	180
	Number of Faculty	20	18	18	17	16	16
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040046	South Alexandria Sixth Grade Center						
	Grade Structure	6,S	6	6	6,NG	6,NG	6,NG
	October 1 Membership	362	415	381	404	388	310
	Number of Faculty	29	30	26	26	29	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040047	Tioga Elementary School						
	Grade Structure	K-5	K-5	P,K-5	K-5	K-5	K-5
	October 1 Membership	535	530	480	458	472	441
	Number of Faculty	33	34	32	31	32	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040048	Tioga High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12,NG
	October 1 Membership	911	984	1,014	1,027	990	1,011
	Number of Faculty	59	61	65	63	62	62
	Category	~	High	High	High	High	High
040049	Tioga Junior High School						
	Grade Structure	7-8,S	7-8	7-8	7-8	7-8,NG	7-8,NG
	October 1 Membership	542	533	549	598	565	553
	Number of Faculty	39	36	37	37	39	36
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
040052	Forest Hill Elementary School						
	Grade Structure	K-4,S	K-4	P,K-4	K-4	K-4	K-4
	October 1 Membership	354	382	348	326	316	286
	Number of Faculty	25	28	26	25	25	24
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040055	Northwood High School						
	Grade Structure	K-12,S	K-12,S	K-12	K-12,NG	K-12,NG	K-12,NG
	October 1 Membership	919	913	828	862	883	839
	Number of Faculty	57	60	57	58	56	54
	Category	~	Combination	Combination	Combination	Combination	Combination
040056	Hayden R. Lawrence Middle School						
	Grade Structure	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG	4-6,NG
	October 1 Membership	405	427	463	440	428	419
	Number of Faculty	26	29	30	33	32	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Rapides Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040058	Rapides P.M. High School						
	Grade Structure	~	~	~	12	Closed	~
	October 1 Membership	~	~	~	96	Closed	~
	Number of Faculty	~	~	~	15	Closed	~
	Category	~	~	~	High	Closed	~
040059	Aiken, Ewell S. Optional School						
	Grade Structure	~	~	~	5-12	6-12,NG	6-12,NG
	October 1 Membership	~	~	~	246	283	307
	Number of Faculty	~	~	~	34	30	17
	Category	~	~	~	Combination	High	High
040060	Oak Hill Elementary School						
	Grade Structure	K-6,S	K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	476	481	505	473	467	468
	Number of Faculty	27	31	33	31	31	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
040061	Phoenix Magnet Elementary						
	Grade Structure	~	~	K-5	K-5	K-5	K-5
	October 1 Membership	~	~	574	578	470	499
	Number of Faculty	~	~	33	33	30	29
	Category	~	~	Elementary	Elementary	Elementary	Elementary
040062	Louisiana Youth Academy						
	Grade Structure	~	~	~	~	6-11,NG	5-12,NG
	October 1 Membership	~	~	~	~	16	32
	Number of Faculty	~	~	~	~	5	4
	Category	~	~	~	~	High	Combination
District							
	October 1 Membership	23,548	23,556	23,697	24,186	23,493	23,112
	Number of Faculty	1,598	1,635	1,661	1,737	1,691	1,640

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Faculty degree status— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040001	Acadian Sixth Grade Center	41.38	12	48.15	13	48.28	14	34.48	10	25.00	7	32.00	8
040002	Alexandria Junior High School	26.09	12	25.00	12	29.79	14	29.79	14	41.67	20	26.19	11
040003	Alexandria Senior High School	50.79	32	52.94	36	53.73	36	52.70	39	51.95	40	45.07	32
040004	Ball Elementary School	48.39	15	40.63	13	38.71	12	44.12	15	39.39	13	37.93	11
040005	Barron Sr., J.I., Elementary School	43.90	18	43.59	17	42.11	16	46.15	18	43.59	17	47.22	17
040006	Bolton High School	52.17	36	49.30	35	46.58	34	45.83	33	42.86	33	38.36	28
040008	Brame, Scott M., Junior High School	39.13	18	37.78	17	35.42	17	35.56	16	31.11	14	27.91	12
040009	Brasher, Mabel, Elementary School	50.00	16	36.11	13	44.44	16	36.84	14	41.67	15	34.38	11
040010	Buckeye Elementary School	35.29	12	34.38	11	34.29	12	40.00	14	31.43	11	50.00	16
040011	Buckeye High School	45.45	15	44.44	16	43.24	16	42.50	17	42.50	17	35.00	14
040012	Cherokee Elementary School	22.58	7	26.47	9	29.41	10	30.30	10	25.00	8	22.58	7
040013	Glenmora Elementary School	23.33	7	34.38	11	25.81	8	19.35	6	30.00	9	25.00	7
040014	Glenmora High School	64.00	16	55.56	15	59.26	16	62.96	17	65.38	17	50.00	13
040015	Goff, Mary, Elementary School	46.15	12	45.83	11	35.71	10	33.33	9	33.33	9	34.78	8
040016	Horseshoe Drive Elementary School	36.36	12	45.16	14	43.33	13	40.74	11	36.67	11	24.14	7
040017	Huddle, D.F., Elementary School	36.36	12	33.33	11	26.67	8	26.67	8	31.03	9	27.59	8
040018	Jones Street Junior High School	48.15	13	43.33	13	33.33	10	42.31	11	43.33	13	38.46	10
040019	Kelso-Twin Cities High School	87.50	7	Closed	Closed	~	~	~	~	~	~	~	~
040022	Lincoln Road Primary School	32.14	9	29.63	8	29.63	8	28.57	8	18.52	5	16.67	4
040023	Lincoln Road Sixth Grade Center	51.43	18	37.14	13	35.29	12	38.71	12	37.50	12	41.38	12
040024	Martin Park Elementary School	29.63	8	27.59	8	25.93	7	33.33	9	38.46	10	25.00	6
040025	Moore, Lessie, Elementary School	50.00	16	50.00	17	50.00	17	53.13	17	58.06	18	48.15	13
040026	Nachman, J.B., Elementary School	45.00	18	48.65	18	38.89	14	36.84	14	31.58	12	35.29	12
040027	North Bayou Rapides Elementary School	41.67	10	41.38	12	44.44	12	32.14	9	34.62	9	24.00	6
040028	Oak Hill High School	42.31	11	33.33	10	31.03	9	29.03	9	29.03	9	26.92	7
040029	Paradise Elementary School	41.38	12	50.00	15	50.00	14	57.14	16	57.69	15	64.00	16
040030	Peabody Magnet High School	62.00	31	56.00	28	54.35	25	58.70	27	54.35	25	45.10	23
040031	Peabody Sixth Grade Center	56.52	13	68.42	13	52.00	13	61.90	13	64.00	16	59.09	13
040032	Pineville Elementary School	37.93	11	31.25	10	33.33	11	28.95	11	29.73	11	28.57	10
040033	Pineville High School	53.33	40	53.33	40	55.26	42	56.76	42	53.42	39	47.06	32
040034	Pineville Junior High School	57.14	28	65.22	30	52.27	23	44.44	20	40.00	18	37.50	15
040035	Plainview High School	41.38	12	41.94	13	43.33	13	48.48	16	38.71	12	42.86	12
040036	Poland Junior High School	32.00	8	46.15	12	42.86	12	29.17	7	31.03	9	29.63	8
040037	Rapides High School	58.06	18	64.52	20	53.33	16	48.28	14	44.44	12	44.00	11
040038	Raymond, Carter C., Junior High School	37.50	9	32.00	8	32.00	8	42.11	8	36.36	8	34.78	8
040039	Reed Avenue Elementary School	41.18	7	44.44	8	41.18	7	40.00	6	29.41	5	25.00	4

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040040	Rosenthal Elementary School	40.74	11	33.33	9	21.43	6	24.14	7	20.69	6	20.69	6
040041	Ruby-Wise Elementary School	23.81	5	30.00	6	31.58	6	38.89	7	36.84	7	27.78	5
040042	Rugg, L.S., Elementary School	34.48	10	33.33	10	32.26	10	30.00	9	24.14	7	17.86	5
040043	Hall, W.O., School	20.00	5	28.00	7	33.33	8	31.82	7	31.82	7	23.81	5
040044	Slocum, J.S., Elementary School	39.29	11	42.86	12	40.00	12	41.38	12	43.33	13	14.29	4
040045	Alma Redwine Elementary School	50.00	10	50.00	9	44.44	8	47.06	8	50.00	8	56.25	9
040046	South Alexandria Sixth Grade Center	44.83	13	46.67	14	50.00	13	50.00	13	44.83	13	44.00	11
040047	Tioga Elementary School	36.36	12	38.24	13	40.63	13	41.94	13	40.63	13	41.38	12
040048	Tioga High School	47.46	28	40.68	24	43.08	28	38.10	24	43.55	27	43.55	27
040049	Tioga Junior High School	46.15	18	54.29	19	38.89	14	40.54	15	42.11	16	33.33	12
040052	Forest Hill Elementary School	28.00	7	25.00	7	23.08	6	24.00	6	32.00	8	20.83	5
040055	Northwood High School	42.11	24	43.33	26	31.58	18	34.48	20	33.93	19	31.48	17
040056	Hayden R. Lawrence Middle School	36.00	9	28.57	8	31.03	9	28.13	9	22.58	7	22.22	6
040058	Rapides P.M. High School	~	~	~	~	~	~	66.67	10	Closed	Closed	~	~
040059	Aiken, Ewell S. Optional School	~	~	~	~	~	~	52.94	18	60.00	18	58.82	10
040060	Oak Hill Elementary School	37.04	10	29.03	9	24.24	8	19.35	6	19.35	6	20.69	6
040061	Phoenix Magnet Elementary	~	~	~	~	51.52	17	48.48	16	51.72	15	48.28	14
040062	Louisiana Youth Academy	~	~	~	~	~	~	~	~	80.00	4	75.00	3
District		43.05	681	41.96	678	39.88	656	40.27	693	39.19	656	35.91	589
State		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040001	Acadian Sixth Grade Center												
	Class Size Range 1 - 20	60.87	56	36.00	27	32.88	24	21.79	17	45.07	32	43.04	34
	Class Size Range 21 - 26	33.70	31	40.00	30	42.47	31	43.59	34	45.07	32	45.57	36
	Class Size Range 27 or more	5.43	5	24.00	18	24.66	18	34.62	27	9.86	7	11.39	9
040004	Ball Elementary School												
	Class Size Range 1 - 20	30.00	6	45.00	9	26.32	5	30.00	6	33.33	7	50.00	10
	Class Size Range 21 - 26	70.00	14	50.00	10	57.89	11	55.00	11	57.14	12	45.00	9
	Class Size Range 27 or more	0.00	0	5.00	1	15.79	3	15.00	3	9.52	2	5.00	1
040005	Barron Sr., J.I., Elementary School												
	Class Size Range 1 - 20	29.03	9	26.67	8	29.63	8	26.67	8	38.46	10	20.00	5
	Class Size Range 21 - 26	54.84	17	60.00	18	62.96	17	63.33	19	50.00	13	64.00	16
	Class Size Range 27 or more	16.13	5	13.33	4	7.41	2	10.00	3	11.54	3	16.00	4
040009	Brasher, Mabel, Elementary School												
	Class Size Range 1 - 20	47.06	8	42.11	8	63.16	12	55.00	11	57.89	11	66.67	12
	Class Size Range 21 - 26	41.18	7	31.58	6	26.32	5	45.00	9	42.11	8	27.78	5
	Class Size Range 27 or more	11.76	2	26.32	5	10.53	2	0.00	0	0.00	0	5.56	1
040010	Buckeye Elementary School												
	Class Size Range 1 - 20	12.00	3	12.00	3	40.00	10	16.00	4	8.70	2	0.00	0
	Class Size Range 21 - 26	88.00	22	88.00	22	60.00	15	84.00	21	91.30	21	100.00	24
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040012	Cherokee Elementary School												
	Class Size Range 1 - 20	12.50	6	15.69	8	26.23	16	45.83	11	36.84	7	47.37	9
	Class Size Range 21 - 26	87.50	42	84.31	43	72.13	44	54.17	13	63.16	12	36.84	7
	Class Size Range 27 or more	0.00	0	0.00	0	1.64	1	0.00	0	0.00	0	15.79	3
040013	Glenmora Elementary School												
	Class Size Range 1 - 20	31.58	6	65.00	13	57.89	11	57.89	11	7.69	4	15.22	7
	Class Size Range 21 - 26	47.37	9	20.00	4	31.58	6	21.05	4	50.00	26	63.04	29
	Class Size Range 27 or more	21.05	4	15.00	3	10.53	2	21.05	4	42.31	22	21.74	10
040015	Goff, Mary, Elementary School												
	Class Size Range 1 - 20	11.11	2	38.10	8	45.00	9	45.45	10	52.38	11	31.25	5
	Class Size Range 21 - 26	88.89	16	47.62	10	50.00	10	36.36	8	42.86	9	68.75	11
	Class Size Range 27 or more	0.00	0	14.29	3	5.00	1	18.18	4	4.76	1	0.00	0
040016	Horseshoe Drive Elementary School												
	Class Size Range 1 - 20	5.56	1	33.33	6	37.50	6	20.00	3	26.67	8	52.94	9
	Class Size Range 21 - 26	66.67	12	55.56	10	62.50	10	73.33	11	73.33	22	47.06	8
	Class Size Range 27 or more	27.78	5	11.11	2	0.00	0	6.67	1	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040017	Huddle, D.F., Elementary School												
	Class Size Range 1 - 20	76.47	13	76.47	13	85.71	12	64.29	9	84.62	11	84.62	11
	Class Size Range 21 - 26	23.53	4	23.53	4	14.29	2	35.71	5	15.38	2	15.38	2
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040022	Lincoln Road Primary School												
	Class Size Range 1 - 20	55.56	10	63.16	12	58.82	10	70.59	12	50.00	8	62.50	10
	Class Size Range 21 - 26	44.44	8	36.84	7	41.18	7	29.41	5	50.00	8	37.50	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040023	Lincoln Road Sixth Grade Center												
	Class Size Range 1 - 20	32.94	28	23.68	18	21.52	17	27.85	22	41.98	34	42.86	36
	Class Size Range 21 - 26	43.53	37	67.11	51	46.84	37	30.38	24	35.80	29	50.00	42
	Class Size Range 27 or more	23.53	20	9.21	7	31.65	25	41.77	33	22.22	18	7.14	6
040024	Martin Park Elementary School												
	Class Size Range 1 - 20	38.89	7	47.37	9	43.75	7	57.14	8	46.15	6	53.85	7
	Class Size Range 21 - 26	50.00	9	36.84	7	37.50	6	42.86	6	53.85	7	46.15	6
	Class Size Range 27 or more	11.11	2	15.79	3	18.75	3	0.00	0	0.00	0	0.00	0
040025	Moore, Lessie, Elementary School												
	Class Size Range 1 - 20	47.06	8	66.67	12	52.94	9	43.75	7	53.33	8	71.43	10
	Class Size Range 21 - 26	47.06	8	22.22	4	35.29	6	50.00	8	46.67	7	28.57	4
	Class Size Range 27 or more	5.88	1	11.11	2	11.76	2	6.25	1	0.00	0	0.00	0
040026	Nachman, J.B., Elementary School												
	Class Size Range 1 - 20	29.31	17	24.14	14	25.00	15	20.00	13	31.15	19	35.00	21
	Class Size Range 21 - 26	65.52	38	56.90	33	46.67	28	58.46	38	67.21	41	45.00	27
	Class Size Range 27 or more	5.17	3	18.97	11	28.33	17	21.54	14	1.64	1	20.00	12
040027	North Bayou Rapides Elementary School												
	Class Size Range 1 - 20	43.75	7	82.35	14	53.85	7	53.33	8	28.57	4	35.71	5
	Class Size Range 21 - 26	43.75	7	11.76	2	46.15	6	46.67	7	71.43	10	50.00	7
	Class Size Range 27 or more	12.50	2	5.88	1	0.00	0	0.00	0	0.00	0	14.29	2
040029	Paradise Elementary School												
	Class Size Range 1 - 20	35.29	6	33.33	6	29.41	5	50.00	8	13.33	2	21.43	3
	Class Size Range 21 - 26	47.06	8	50.00	9	70.59	12	18.75	3	66.67	10	78.57	11
	Class Size Range 27 or more	17.65	3	16.67	3	0.00	0	31.25	5	20.00	3	0.00	0
040031	Peabody Sixth Grade Center												
	Class Size Range 1 - 20	3.33	2	14.06	9	24.36	19	15.38	10	8.33	6	21.33	16
	Class Size Range 21 - 26	45.00	27	32.81	21	38.46	30	41.54	27	37.50	27	49.33	37
	Class Size Range 27 or more	51.67	31	53.13	34	37.18	29	43.08	28	54.17	39	29.33	22

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040032	Pineville Elementary School												
	Class Size Range 1 - 20	61.11	11	42.11	8	52.17	12	62.96	17	62.50	15	80.00	20
	Class Size Range 21 - 26	27.78	5	52.63	10	47.83	11	37.04	10	37.50	9	20.00	5
	Class Size Range 27 or more	11.11	2	5.26	1	0.00	0	0.00	0	0.00	0	0.00	0
040036	Poland Junior High School												
	Class Size Range 1 - 20	75.00	27	50.00	21	50.00	19	78.38	29	64.86	24	77.14	27
	Class Size Range 21 - 26	25.00	9	38.10	16	34.21	13	8.11	3	29.73	11	22.86	8
	Class Size Range 27 or more	0.00	0	11.90	5	15.79	6	13.51	5	5.41	2	0.00	0
040039	Reed Avenue Elementary School												
	Class Size Range 1 - 20	80.00	8	90.91	10	77.78	7	62.50	5	28.57	2	62.50	5
	Class Size Range 21 - 26	20.00	2	9.09	1	22.22	2	37.50	3	71.43	5	25.00	2
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	12.50	1
040040	Rosenthal Elementary School												
	Class Size Range 1 - 20	17.65	3	27.78	5	38.89	7	26.32	5	25.00	5	50.00	10
	Class Size Range 21 - 26	64.71	11	72.22	13	61.11	11	73.68	14	75.00	15	50.00	10
	Class Size Range 27 or more	17.65	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040041	Ruby-Wise Elementary School												
	Class Size Range 1 - 20	78.57	11	61.54	8	72.73	8	54.55	6	83.33	10	27.27	3
	Class Size Range 21 - 26	7.14	1	38.46	5	18.18	2	45.45	5	16.67	2	63.64	7
	Class Size Range 27 or more	14.29	2	0.00	0	9.09	1	0.00	0	0.00	0	9.09	1
040042	Rugg, L.S., Elementary School												
	Class Size Range 1 - 20	44.44	8	89.47	17	82.35	28	100.00	13	76.92	10	64.29	9
	Class Size Range 21 - 26	50.00	9	10.53	2	17.65	6	0.00	0	23.08	3	35.71	5
	Class Size Range 27 or more	5.56	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040043	Hall, W.O., School												
	Class Size Range 1 - 20	52.94	9	72.22	13	100.00	16	42.86	6	64.29	9	85.71	12
	Class Size Range 21 - 26	47.06	8	27.78	5	0.00	0	57.14	8	35.71	5	14.29	2
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040044	Slocum, J.S., Elementary School												
	Class Size Range 1 - 20	58.82	10	62.50	10	31.25	5	60.00	9	58.82	10	87.50	14
	Class Size Range 21 - 26	41.18	7	25.00	4	62.50	10	40.00	6	41.18	7	6.25	1
	Class Size Range 27 or more	0.00	0	12.50	2	6.25	1	0.00	0	0.00	0	6.25	1
040045	Alma Redwine Elementary School												
	Class Size Range 1 - 20	100.00	14	100.00	12	100.00	10	100.00	10	33.33	3	100.00	10
	Class Size Range 21 - 26	0.00	0	0.00	0	0.00	0	0.00	0	66.67	6	0.00	0
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040046	South Alexandria Sixth Grade Center												
	Class Size Range 1 - 20	21.59	19	15.63	15	25.93	21	11.63	10	16.67	16	43.75	35
	Class Size Range 21 - 26	57.95	51	46.88	45	28.40	23	30.23	26	54.17	52	36.25	29
	Class Size Range 27 or more	20.45	18	37.50	36	45.68	37	58.14	50	29.17	28	20.00	16
040047	Tioga Elementary School												
	Class Size Range 1 - 20	60.00	24	65.00	26	54.29	19	25.00	5	10.00	2	31.58	6
	Class Size Range 21 - 26	37.50	15	30.00	12	45.71	16	65.00	13	90.00	18	52.63	10
	Class Size Range 27 or more	2.50	1	5.00	2	0.00	0	10.00	2	0.00	0	15.79	3
040052	Forest Hill Elementary School												
	Class Size Range 1 - 20	76.47	13	68.42	13	94.12	16	76.47	13	82.35	14	82.35	14
	Class Size Range 21 - 26	23.53	4	31.58	6	5.88	1	23.53	4	17.65	3	17.65	3
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040056	Hayden R. Lawrence Middle School												
	Class Size Range 1 - 20	17.71	17	29.13	30	24.35	28	7.02	8	16.67	19	15.38	16
	Class Size Range 21 - 26	33.33	32	23.30	24	26.96	31	35.96	41	39.47	45	32.69	34
	Class Size Range 27 or more	48.96	47	47.57	49	48.70	56	57.02	65	43.86	50	51.92	54
040060	Oak Hill Elementary School												
	Class Size Range 1 - 20	25.00	5	45.45	10	28.57	6	11.11	4	9.09	3	16.67	6
	Class Size Range 21 - 26	50.00	10	54.55	12	61.90	13	88.89	32	90.91	30	83.33	30
	Class Size Range 27 or more	25.00	5	0.00	0	9.52	2	0.00	0	0.00	0	0.00	0
040061	Phoenix Magnet Elementary												
	Class Size Range 1 - 20	~	~	~	~	12.82	5	0.00	0	17.14	6	0.00	0
	Class Size Range 21 - 26	~	~	~	~	48.72	19	91.18	31	82.86	29	78.95	30
	Class Size Range 27 or more	~	~	~	~	38.46	15	8.82	3	0.00	0	21.05	8

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	38.24	395	38.12	409	31.33	318	32.19	338	39.15	397
	Class Size Range 21 - 26	~	~	43.18	446	41.10	441	44.24	449	51.05	536	45.66	463
	Class Size Range 27 or more	~	~	18.59	192	20.78	223	24.43	248	16.76	176	15.19	154
District (All Schools)													
	Class Size Range 1 - 20	37.15	1,216	38.68	1,290	39.14	1,294	36.12	1,247	32.76	1,111	34.51	1,242
	Class Size Range 21 - 26	37.43	1,225	35.59	1,187	35.54	1,175	35.20	1,215	38.40	1,302	35.29	1,270
	Class Size Range 27 or more	25.42	832	25.73	858	25.32	837	28.68	990	28.84	978	30.20	1,087
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040002	Alexandria Junior High School												
	Class Size Range 1 - 20	32.91	52	22.22	36	19.20	24	2.22	3	0.00	0	6.40	8
	Class Size Range 21 - 26	24.05	38	8.02	13	25.60	32	2.22	3	0.00	0	14.40	18
	Class Size Range 27 or more	43.04	68	69.75	113	55.20	69	95.56	129	100.00	119	79.20	99
040008	Brame, Scott M., Junior High School												
	Class Size Range 1 - 20	28.76	44	38.10	56	26.75	42	14.18	20	11.28	15	11.89	17
	Class Size Range 21 - 26	34.64	53	38.10	56	52.23	82	48.94	69	46.62	62	65.03	93
	Class Size Range 27 or more	36.60	56	23.81	35	21.02	33	36.88	52	42.11	56	23.08	33
040018	Jones Street Junior High School												
	Class Size Range 1 - 20	7.45	7	25.00	22	25.61	21	5.75	5	23.23	23	32.32	32
	Class Size Range 21 - 26	36.17	34	32.95	29	34.15	28	10.34	9	17.17	17	28.28	28
	Class Size Range 27 or more	56.38	53	42.05	37	40.24	33	83.91	73	59.60	59	39.39	39
040019	Kelso-Twin Cities High School												
	Class Size Range 1 - 20	100.00	9	Closed	Closed	~	~	~	~	~	~	~	~
	Class Size Range 21 - 26	0.00	0	Closed	Closed	~	~	~	~	~	~	~	~
	Class Size Range 27 or more	0.00	0	Closed	Closed	~	~	~	~	~	~	~	~
040034	Pineville Junior High School												
	Class Size Range 1 - 20	48.30	71	43.26	61	41.04	55	9.09	12	7.94	10	14.69	21
	Class Size Range 21 - 26	47.62	70	45.39	64	32.84	44	34.85	46	38.89	49	48.95	70
	Class Size Range 27 or more	4.08	6	11.35	16	26.12	35	56.06	74	53.17	67	36.36	52
040038	Raymond, Carter C., Junior High School												
	Class Size Range 1 - 20	37.50	21	39.62	21	42.59	23	37.50	21	23.91	11	38.00	19
	Class Size Range 21 - 26	57.14	32	49.06	26	31.48	17	53.57	30	47.83	22	30.00	15
	Class Size Range 27 or more	5.36	3	11.32	6	25.93	14	8.93	5	28.26	13	32.00	16
040049	Tioga Junior High School												
	Class Size Range 1 - 20	20.17	24	25.00	31	26.00	26	13.68	16	21.57	22	22.43	24
	Class Size Range 21 - 26	21.85	26	54.84	68	42.00	42	42.74	50	35.29	36	27.10	29
	Class Size Range 27 or more	57.98	69	20.16	25	32.00	32	43.59	51	43.14	44	50.47	54

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	31.75	227	29.29	191	11.53	77	12.96	81	18.14	121
	Class Size Range 21 - 26	~	~	35.80	256	37.58	245	30.99	207	29.76	186	37.93	253
	Class Size Range 27 or more	~	~	32.45	232	33.13	216	57.49	384	57.28	358	43.93	293
District (All Schools)													
	Class Size Range 1 - 20	37.15	1,216	38.68	1,290	39.14	1,294	36.12	1,247	32.76	1,111	34.51	1,242
	Class Size Range 21 - 26	37.43	1,225	35.59	1,187	35.54	1,175	35.20	1,215	38.40	1,302	35.29	1,270
	Class Size Range 27 or more	25.42	832	25.73	858	25.32	837	28.68	990	28.84	978	30.20	1,087
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040003	Alexandria Senior High School												
	Class Size Range 1 - 20	22.05	43	31.07	64	23.23	46	37.59	100	25.88	66	23.00	66
	Class Size Range 21 - 26	24.10	47	30.58	63	31.82	63	36.47	97	41.57	106	23.00	66
	Class Size Range 27 or more	53.85	105	38.35	79	44.95	89	25.94	69	32.55	83	54.01	155
040006	Bolton High School												
	Class Size Range 1 - 20	28.22	57	30.62	64	37.79	82	36.32	81	29.87	69	16.91	47
	Class Size Range 21 - 26	47.52	96	47.37	99	48.39	105	41.70	93	42.42	98	38.13	106
	Class Size Range 27 or more	24.26	49	22.01	46	13.82	30	21.97	49	27.71	64	44.96	125
040011	Buckeye High School												
	Class Size Range 1 - 20	38.83	40	41.38	48	31.90	37	33.33	43	32.09	43	22.29	37
	Class Size Range 21 - 26	32.04	33	31.90	37	37.07	43	44.19	57	34.33	46	47.59	79
	Class Size Range 27 or more	29.13	30	26.72	31	31.03	36	22.48	29	33.58	45	30.12	50
040014	Glenmora High School												
	Class Size Range 1 - 20	71.05	54	85.00	68	85.56	77	76.74	66	66.67	52	77.08	74
	Class Size Range 21 - 26	21.05	16	11.25	9	13.33	12	23.26	20	30.77	24	18.75	18
	Class Size Range 27 or more	7.89	6	3.75	3	1.11	1	0.00	0	2.56	2	4.17	4
040028	Oak Hill High School												
	Class Size Range 1 - 20	28.21	22	53.66	44	46.91	38	44.44	32	36.59	30	38.75	31
	Class Size Range 21 - 26	55.13	43	31.71	26	30.86	25	26.39	19	43.90	36	37.50	30
	Class Size Range 27 or more	16.67	13	14.63	12	22.22	18	29.17	21	19.51	16	23.75	19
040030	Peabody Magnet High School												
	Class Size Range 1 - 20	71.76	155	67.77	143	77.44	151	73.33	143	70.45	124	67.86	133
	Class Size Range 21 - 26	16.67	36	20.85	44	13.85	27	17.44	34	21.02	37	17.86	35
	Class Size Range 27 or more	11.57	25	11.37	24	8.72	17	9.23	18	8.52	15	14.29	28
040033	Pineville High School												
	Class Size Range 1 - 20	29.87	69	25.54	59	28.76	67	29.86	66	28.97	62	25.44	58
	Class Size Range 21 - 26	32.90	76	29.44	68	31.76	74	35.75	79	30.37	65	34.21	78
	Class Size Range 27 or more	37.23	86	45.02	104	39.48	92	34.39	76	40.65	87	40.35	92
040037	Rapides High School												
	Class Size Range 1 - 20	43.55	27	50.00	35	56.00	42	43.48	30	40.58	28	48.65	36
	Class Size Range 21 - 26	40.32	25	32.86	23	32.00	24	42.03	29	36.23	25	27.03	20
	Class Size Range 27 or more	16.13	10	17.14	12	12.00	9	14.49	10	23.19	16	24.32	18
040048	Tioga High School												
	Class Size Range 1 - 20	26.70	51	25.60	53	27.75	58	30.85	62	25.00	48	29.84	77
	Class Size Range 21 - 26	38.74	74	24.64	51	34.93	73	33.33	67	34.90	67	25.19	65
	Class Size Range 27 or more	34.55	66	49.76	103	37.32	78	35.82	72	40.10	77	44.96	116

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040058	Rapides P.M. High School												
	Class Size Range 1 - 20	~	~	~	~	~	~	100.00	20	Closed	Closed	~	~
	Class Size Range 21 - 26	~	~	~	~	~	~	0.00	0	Closed	Closed	~	~
	Class Size Range 27 or more	~	~	~	~	~	~	0.00	0	Closed	Closed	~	~
040059	Aiken, Ewell S. Optional School												
	Class Size Range 1 - 20	~	~	~	~	~	~	Combo	Combo	90.24	74	84.62	77
	Class Size Range 21 - 26	~	~	~	~	~	~	Combo	Combo	9.76	8	15.38	14
	Class Size Range 27 or more	~	~	~	~	~	~	Combo	Combo	0.00	0	0.00	0
040062	Louisiana Youth Academy												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	100.00	22	Combo	Combo
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	0.00	0	Combo	Combo
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	0.00	0	Combo	Combo
District (High Schools)													
	Class Size Range 1 - 20	~	~	40.93	578	42.29	598	43.39	643	40.26	618	36.26	636
	Class Size Range 21 - 26	~	~	29.75	420	31.54	446	33.40	495	33.36	512	29.13	511
	Class Size Range 27 or more	~	~	29.32	414	26.17	370	23.21	344	26.38	405	34.61	607
District (All Schools)													
	Class Size Range 1 - 20	37.15	1,216	38.68	1,290	39.14	1,294	36.12	1,247	32.76	1,111	34.51	1,242
	Class Size Range 21 - 26	37.43	1,225	35.59	1,187	35.54	1,175	35.20	1,215	38.40	1,302	35.29	1,270
	Class Size Range 27 or more	25.42	832	25.73	858	25.32	837	28.68	990	28.84	978	30.20	1,087
State (High Schools)													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040035	Plainview High School												
	Class Size Range 1 - 20	87.72	50	86.44	51	83.93	47	82.76	48	83.93	47	75.00	48
	Class Size Range 21 - 26	10.53	6	11.86	7	16.07	9	15.52	9	12.50	7	23.44	15
	Class Size Range 27 or more	1.75	1	1.69	1	0.00	0	1.72	1	3.57	2	1.56	1
040055	Northwood High School												
	Class Size Range 1 - 20	41.82	46	33.62	39	44.14	49	44.14	49	21.60	27	40.00	40
	Class Size Range 21 - 26	36.36	40	50.00	58	30.63	34	44.14	49	48.80	61	28.00	28
	Class Size Range 27 or more	21.82	24	16.38	19	25.23	28	11.71	13	29.60	37	32.00	32
040059	Aiken, Ewell S. Optional School												
	Class Size Range 1 - 20	~	~	~	~	~	~	94.92	112	High	High	High	High
	Class Size Range 21 - 26	~	~	~	~	~	~	5.08	6	High	High	High	High
	Class Size Range 27 or more	~	~	~	~	~	~	0.00	0	High	High	High	High
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	51.43	90	57.49	96	72.82	209	40.88	74	53.66	88
	Class Size Range 21 - 26	~	~	37.14	65	25.75	43	22.30	64	37.57	68	26.22	43
	Class Size Range 27 or more	~	~	11.43	20	16.77	28	4.88	14	21.55	39	20.12	33
District (All Schools)													
	Class Size Range 1 - 20	37.15	1,216	38.68	1,290	39.14	1,294	36.12	1,247	32.76	1,111	34.51	1,242
	Class Size Range 21 - 26	37.43	1,225	35.59	1,187	35.54	1,175	35.20	1,215	38.40	1,302	35.29	1,270
	Class Size Range 27 or more	25.42	832	25.73	858	25.32	837	28.68	990	28.84	978	30.20	1,087
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555	59.43	4,441
	Class Size Range 21 - 26	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356	29.14	2,178
	Class Size Range 27 or more	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961	11.43	854
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-15

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
-

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

		1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
040001	Acadian Sixth Grade Center	95.36	95.90	94.86	95.78	96.92	97.50
040004	Ball Elementary School	96.05	95.72	94.98	96.10	96.37	95.61
040005	Barron Sr., J.I., Elementary School	96.26	97.02	96.72	96.77	96.92	95.82
040009	Brasher, Mabel, Elementary School	95.71	96.46	95.87	95.95	95.78	96.30
040010	Buckeye Elementary School	96.21	95.82	95.67	95.39	95.51	95.19
040012	Cherokee Elementary School	95.99	96.45	96.89	96.78	95.89	95.93
040013	Glenmora Elementary School	94.77	95.03	95.55	95.26	95.43	95.53
040015	Goff, Mary, Elementary School	96.00	96.15	95.71	95.82	96.08	96.02
040016	Horseshoe Drive Elementary School	96.30	96.19	96.24	96.15	96.54	96.54
040017	Huddle, D.F., Elementary School	94.85	94.61	93.77	95.52	95.87	95.90
040022	Lincoln Road Primary School	95.30	96.02	95.15	96.17	96.22	97.45
040023	Lincoln Road Sixth Grade Center	95.02	94.75	94.77	95.59	97.08	96.83
040024	Martin Park Elementary School	95.95	96.63	95.68	96.60	97.08	96.99
040025	Moore, Lessie, Elementary School	96.00	96.64	95.82	96.50	95.82	96.25
040026	Nachman, J.B., Elementary School	96.42	96.52	96.97	96.40	97.07	96.64
040027	North Bayou Rapides Elementary School	95.35	95.91	95.05	95.14	95.79	95.45
040029	Paradise Elementary School	95.18	95.54	95.38	94.92	96.17	95.42
040031	Peabody Sixth Grade Center	95.54	96.12	95.18	96.24	94.85	95.85
040032	Pineville Elementary School	96.21	96.23	95.57	96.39	96.28	95.89
040036	Poland Junior High School	94.72	95.62	95.02	95.90	95.69	96.15
040039	Reed Avenue Elementary School	95.30	94.92	94.68	95.80	96.81	96.17
040040	Rosenthal Elementary School	95.80	95.38	95.44	96.00	96.63	96.25
040041	Ruby-Wise Elementary School	95.75	95.12	95.42	95.28	95.58	94.52
040042	Rugg, L.S., Elementary School	96.20	96.04	95.29	96.17	95.09	95.50
040043	Hall, W.O., School	95.95	96.43	95.66	96.43	96.84	96.33
040044	Slocum, J.S., Elementary School	94.92	94.88	95.67	95.23	94.68	94.41
040045	Alma Redwine Elementary School	95.85	96.99	96.79	96.99	97.34	97.84
040046	South Alexandria Sixth Grade Center	96.22	95.53	95.16	95.90	95.20	96.27
040047	Tioga Elementary School	94.49	94.93	94.74	95.37	94.81	94.77
040052	Forest Hill Elementary School	95.19	95.25	96.01	94.79	95.42	95.13
040056	Hayden R. Lawrence Middle School	95.76	96.18	96.26	96.13	95.24	95.75
040060	Oak Hill Elementary School	94.83	95.53	95.43	95.82	95.24	95.12
040061	Phoenix Magnet Elementary	~	~	97.42	97.76	97.30	96.84

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4a: Percent of Student Attendance
Elementary Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
District (Elementary Schools)	~	95.87	95.69	96.01	96.03	95.96
District (All Schools)	94.81	94.85	94.72	95.07	95.29	95.61
State (Elementary Schools)	~	95.01	95.21	95.01	95.20	95.01
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
040002 Alexandria Junior High School	92.82	93.05	93.37	92.30	92.11	92.41
040008 Brame, Scott M., Junior High School	94.54	94.91	95.15	95.01	96.40	95.42
040018 Jones Street Junior High School	94.63	95.14	95.80	98.13	96.43	97.72
040034 Pineville Junior High School	92.99	93.11	94.55	94.25	95.05	96.28
040038 Raymond, Carter C., Junior High School	95.58	94.64	95.53	95.31	95.76	95.53
040049 Tioga Junior High School	92.84	94.04	94.38	93.67	94.34	94.65
District (Middle/Jr. High Schools)	~	94.06	94.65	94.49	94.81	95.15
District (All Schools)	94.81	94.85	94.72	95.07	95.29	95.61
State (Middle/Jr. High Schools)	~	92.84	92.72	92.56	93.14	92.69
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
040003 Alexandria Senior High School	94.01	93.61	93.75	93.33	91.64	91.89
040006 Bolton High School	92.66	90.80	91.43	92.38	97.06	99.99
040011 Buckeye High School	93.02	93.63	93.27	94.77	94.99	99.71
040014 Glenmora High School	94.34	93.39	95.15	92.54	95.65	97.38
040028 Oak Hill High School	92.70	92.98	91.83	94.38	93.40	94.32
040030 Peabody Magnet High School	94.75	93.88	94.51	94.46	94.23	96.70
040033 Pineville High School	93.06	91.58	91.49	94.92	93.07	97.48
040037 Rapides High School	93.95	94.62	91.03	92.03	92.38	92.20
040048 Tioga High School	93.30	95.01	93.18	92.75	92.61	88.86
040058 Rapides P.M. High School	~	~	~	99.27	Closed	~
040059 Aiken, Ewell S. Optional School	~	~	~	Combo	99.35	99.81
040062 Louisiana Youth Academy	~	~	~	~	99.02	Combo
District (High Schools)	~	93.19	92.88	93.68	94.09	95.64
District (All Schools)	94.81	94.85	94.72	95.07	95.29	95.61
State (High Schools)	~	90.97	91.02	90.62	91.06	90.75
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
040035 Plainview High School	94.88	94.53	93.31	95.20	96.55	95.70
040055 Northwood High School	95.20	94.69	94.36	95.14	95.73	91.90
040059 Aiken, Ewell S. Optional School	~	~	~	93.40	High	High
040062 Louisiana Youth Academy	~	~	~	~	High	99.77
District (Combination Schools)	~	94.65	94.08	94.85	95.94	93.18
District (All Schools)	94.81	94.85	94.72	95.07	95.29	95.61
State (Combination Schools)	~	94.45	94.48	94.20	94.67	94.16
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
 - Death;
 - Temporary absence due to suspension or illness; or
 - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
040002	Alexandria Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.97	13	4.34	21	2.57	10
	Grade 8	0.91	3	0.30	1	0.90	3	7.95	31	3.28	13	3.65	14
040003	Alexandria Senior High School												
	Grade 9	2.70	10	0.25	1	0.00	0	3.84	16	9.11	37	9.09	37
	Grade 10	0.35	1	2.17	6	0.31	1	10.11	36	10.34	30	6.65	23
	Grade 11	1.23	2	0.00	0	0.00	0	8.37	20	7.01	15	10.94	29
	Grade 12	0.00	0	4.10	8	0.45	1	8.41	18	4.15	8	10.23	22
040006	Bolton High School												
	Grade 9	0.54	2	1.31	5	0.00	0	7.33	33	6.16	30	7.92	38
	Grade 10	0.80	2	0.00	0	0.00	0	6.28	15	12.00	39	8.81	31
	Grade 11	0.54	1	0.62	1	0.00	0	8.70	16	10.73	19	5.86	14
	Grade 12	0.82	1	0.83	1	0.00	0	1.44	2	6.28	12	1.14	2
040008	Brame, Scott M., Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.09	8	3.60	15	5.50	23
	Grade 8	0.27	1	0.00	0	0.00	0	1.97	7	4.00	15	1.34	5
040011	Buckeye High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.92	1	3.06	3	1.90	2
	Grade 8	0.00	0	0.00	0	1.94	2	3.13	3	3.85	4	0.00	0
	Grade 9	0.00	0	2.03	3	0.86	1	1.91	3	3.92	6	1.90	3
	Grade 10	0.00	0	2.73	3	2.31	3	7.83	9	7.53	11	8.09	11
	Grade 11	0.00	0	1.39	1	2.11	2	8.04	9	8.42	8	4.24	5
	Grade 12	1.22	1	4.17	4	3.80	3	7.45	7	2.04	2	6.85	5
040014	Glenmora High School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.14	1	5.13	4	1.52	1
	Grade 8	0.00	0	0.00	0	0.00	0	5.56	3	2.78	2	3.03	2
	Grade 9	0.00	0	0.00	0	0.00	0	11.11	7	5.88	3	3.17	2
	Grade 10	0.00	0	0.00	0	0.00	0	12.07	7	22.22	14	7.14	3
	Grade 11	0.00	0	0.00	0	0.00	0	8.77	5	10.64	5	2.56	1
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	12.77	6	0.00	0
040018	Jones Street Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	14.42	45	13.27	43	5.12	17
	Grade 8	0.00	0	0.00	0	0.00	0	5.78	13	4.25	9	1.40	3

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040028	Oak Hill High School												
	Grade 7	0.00	0	0.00	0	0.00	0	3.06	3	0.00	0	0.00	0
	Grade 8	1.35	1	1.59	1	0.00	0	7.14	5	0.00	0	0.00	0
	Grade 9	3.03	2	0.00	0	0.00	0	3.80	3	6.41	5	0.00	0
	Grade 10	2.94	2	1.61	1	0.00	0	14.71	10	1.39	1	8.33	5
	Grade 11	0.00	0	0.00	0	0.00	0	1.72	1	5.77	3	8.82	6
	Grade 12	12.50	11	0.00	0	0.00	0	4.17	2	5.66	3	0.00	0
040030	Peabody Magnet High School												
	Grade 9	0.00	0	0.58	1	0.00	0	6.15	11	4.38	7	0.56	1
	Grade 10	0.00	0	0.49	1	0.00	0	2.35	4	1.02	2	1.64	3
	Grade 11	0.00	0	1.08	3	0.00	0	6.71	22	3.17	8	4.71	8
	Grade 12	0.35	1	0.60	2	0.00	0	1.52	4	3.18	5	0.87	2
040033	Pineville High School												
	Grade 9	3.34	12	2.53	10	1.02	4	10.39	45	3.88	16	5.42	24
	Grade 10	1.62	5	1.43	4	0.00	0	7.55	24	8.86	31	7.32	21
	Grade 11	3.41	6	1.50	4	1.42	3	4.91	11	9.84	24	6.10	18
	Grade 12	0.62	1	1.62	3	1.72	4	0.51	1	2.78	6	2.63	5
040034	Pineville Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.64	6	2.14	7	1.21	4
	Grade 8	0.32	1	0.00	0	0.00	0	4.93	15	1.35	5	1.89	6
040035	Plainview High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	5.00	1	0.00	0	3.70	1	3.23	1	0.00	0	0.00	0
	Grade 9	9.30	4	6.45	2	3.33	1	12.00	3	11.11	3	8.57	3
	Grade 10	0.00	0	3.23	1	0.00	0	4.35	1	12.50	3	19.35	6
	Grade 11	6.25	1	0.00	0	0.00	0	11.76	2	10.53	2	13.64	3
	Grade 12	0.00	0	0.00	0	18.18	4	0.00	0	14.29	2	0.00	0
040036	Poland Junior High School												
	Grade 7	0.00	0	2.70	1	2.04	1	6.82	3	0.00	0	0.00	0
	Grade 8	0.00	0	2.86	1	0.00	0	0.00	0	0.00	0	0.00	0
040037	Rapides High School												
	Grade 9	7.08	8	1.67	2	0.88	1	6.31	7	6.72	9	11.36	15
	Grade 10	8.18	9	6.06	6	0.00	0	11.50	13	12.04	13	9.89	9
	Grade 11	2.04	1	3.85	2	0.00	0	16.33	8	15.15	10	11.25	9
	Grade 12	0.00	0	1.72	1	0.00	0	3.33	2	8.47	5	1.75	1

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
040038	Raymond, Carter C., Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	10.81	8	4.11	3	5.00	3
	Grade 8	0.00	0	0.00	0	0.00	0	3.85	2	1.79	1	3.13	2
040048	Tioga High School												
	Grade 9	2.41	9	2.12	8	3.25	10	9.33	36	6.04	25	7.88	29
	Grade 10	0.34	1	3.07	10	1.28	4	7.20	19	13.10	41	9.38	33
	Grade 11	0.60	1	1.59	4	2.19	5	7.52	17	14.35	32	7.57	19
	Grade 12	8.96	18	7.41	14	1.52	4	2.32	6	9.25	21	52.68	187
040049	Tioga Junior High School												
	Grade 7	0.36	1	0.31	1	0.31	1	3.39	12	2.84	9	0.90	3
	Grade 8	0.91	3	0.71	2	0.00	0	3.57	12	2.03	7	2.40	7
040055	Northwood High School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.32	1	2.53	2	0.99	1
	Grade 8	0.00	0	0.00	0	0.00	0	6.33	5	2.56	2	1.67	1
	Grade 9	3.57	2	0.00	0	0.00	0	1.56	1	5.71	4	5.10	5
	Grade 10	2.50	1	0.00	0	0.00	0	7.41	4	6.06	4	5.56	3
	Grade 11	2.70	1	2.86	1	0.00	0	15.91	7	10.00	4	2.38	1
	Grade 12	12.50	9	14.71	10	0.00	0	21.59	19	0.00	0	3.85	1
040058	Rapides P.M. High School												
	Grade 10	~	~	~	~	~	~	100.00	4	Closed	Closed	~	~
	Grade 11	~	~	~	~	~	~	50.00	1	Closed	Closed	~	~
	Grade 12	~	~	~	~	~	~	20.34	24	Closed	Closed	~	~
040059	Aiken, Ewell S. Optional School												
	Grade 7	~	~	~	~	~	~	40.74	11	9.09	2	2.94	1
	Grade 8	~	~	~	~	~	~	28.89	13	2.50	1	11.76	8
	Grade 9	~	~	~	~	~	~	44.62	29	14.17	17	21.37	25
	Grade 10	~	~	~	~	~	~	38.60	44	19.51	16	26.09	36
	Grade 11	~	~	~	~	~	~	32.05	25	22.09	19	20.66	25
	Grade 12	~	~	~	~	~	~	20.97	13	10.96	8	38.51	62

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040062	Louisiana Youth Academy												
	Grade 7	~	~	~	~	~	~	~	~	0.00	0	5.26	1
	Grade 8	~	~	~	~	~	~	~	~	11.11	2	7.41	2
	Grade 9	~	~	~	~	~	~	~	~	0.00	0	10.53	4
	Grade 10	~	~	~	~	~	~	~	~	0.00	0	7.14	1
	Grade 11	~	~	~	~	~	~	~	~	25.00	1	7.14	1
	Grade 12	~	~	~	~	~	~	~	~	0.00	0	5.56	1
District													
	Grade 7	0.05	1	0.10	2	0.10	2	4.93	112	5.01	109	3.05	66
	Grade 8	0.53	10	0.29	5	0.34	6	5.56	110	2.90	61	2.61	50
	Grade 9	2.44	49	1.53	32	0.88	17	8.55	197	6.85	162	7.80	186
	Grade 10	1.28	21	1.95	32	0.49	8	10.43	190	10.51	205	9.37	185
	Grade 11	1.11	13	1.24	16	0.86	10	9.20	144	10.21	150	8.51	139
	Grade 12	3.36	42	3.43	43	1.20	16	6.19	98	5.82	78	18.73	288
	Grades 9 - 12	~	~	~	~	~	~	8.64	629	8.35	595	10.59	798
State													
	Grade 7	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
	Grade 8	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
	Grade 9	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
	Grade 10	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
	Grade 11	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
	Grade 12	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
	Grades 9 - 12	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040001	Acadian Sixth Grade Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	11.18	35	13.03	43
	Suspended (Out of School)	7.23	23	19.48	60	14.06	45	12.75	51	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.96	3	0.00	0
	Expelled (Out of School)	0.00	0	0.32	1	0.94	3	0.00	0	0.00	0	0.00	0
040004	Ball Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.75	4	1.21	6
	Suspended (Out of School)	1.14	6	1.82	9	3.02	15	3.00	17	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.40	2	0.00	0	0.00	0	0.00	0	0.00	0
040005	Barron Sr., J.I., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.57	4	1.26	8
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040009	Brasher, Mabel, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.40	2	1.31	6
	Suspended (Out of School)	1.54	7	0.00	0	0.21	1	1.33	7	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.19	1	0.00	0	0.00	0
040010	Buckeye Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.39	8
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040012	Cherokee Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.58	9	1.82	9
	Suspended (Out of School)	2.31	13	1.19	7	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040013	Glenmora Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.53	12	2.14	10
	Suspended (Out of School)	0.43	2	1.12	5	1.12	5	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.21	1	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040015	Goff, Mary, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.14	5	2.06	9
	Suspended (Out of School)	0.00	0	10.02	44	0.74	3	1.68	8	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040016	Horseshoe Drive Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	3.93	18	6.87	29
	Suspended (Out of School)	6.50	32	7.69	37	10.14	43	3.02	13	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.24	1	0.00	0	0.00	0	0.00	0
040017	Huddle, D.F., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.82	3	10.99	40
	Suspended (Out of School)	0.00	0	0.00	0	2.16	7	1.53	6	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040022	Lincoln Road Primary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.30	5	1.30	5
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040023	Lincoln Road Sixth Grade Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.65	3	16.10	71
	Suspended (Out of School)	7.60	31	2.01	8	6.52	27	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.22	1	0.23	1
	Expelled (Out of School)	0.49	2	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040024	Martin Park Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.47	5	2.45	8
	Suspended (Out of School)	2.60	14	1.81	9	0.47	2	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.24	1	0.00	0	0.00	0	0.00	0
040025	Moore, Lessie, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.49	2	0.56	2
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.25	1	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040026	Nachman, J.B., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.15	12	0.60	3
	Suspended (Out of School)	1.31	8	2.01	12	0.00	0	2.49	14	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.18	1	0.00	0	0.00	0
040027	North Bayou Rapides Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.53	18	6.42	26
	Suspended (Out of School)	6.10	25	15.21	61	5.99	20	4.22	17	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.25	1	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040029	Paradise Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	3.64	16	2.16	9
	Suspended (Out of School)	4.84	23	8.58	41	3.79	16	5.08	21	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040031	Peabody Sixth Grade Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	12.10	45	15.34	54
	Suspended (Out of School)	14.08	50	18.84	68	12.44	48	18.24	58	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.81	3	0.28	1
	Expelled (Out of School)	0.28	1	0.28	1	1.55	6	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040032	Pineville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.84	4
	Suspended (Out of School)	1.38	7	1.90	10	3.19	16	0.56	3	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040036	Poland Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	9.37	37	6.91	27
	Suspended (Out of School)	9.09	35	10.28	40	9.52	38	9.48	38	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.25	1	0.00	0
	Expelled (Out of School)	0.26	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040039	Reed Avenue Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.46	1	3.80	9
	Suspended (Out of School)	2.94	7	0.40	1	0.00	0	1.76	4	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.46	1	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040040	Rosenthal Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.55	24	2.16	11
	Suspended (Out of School)	1.82	10	3.23	16	15.29	76	4.51	24	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040041	Ruby-Wise Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.24	6	1.90	5
	Suspended (Out of School)	4.38	12	2.11	6	2.59	7	1.59	4	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040042	Rugg, L.S., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.89	11	5.88	23
	Suspended (Out of School)	7.71	31	9.07	33	4.66	16	1.67	6	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.26	1	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040043	Hall, W.O., School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
040044	Slocum, J.S., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.70	3	1.76	7
	Suspended (Out of School)	1.97	8	0.00	0	2.73	11	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040045	Alma Redwine Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
040046	South Alexandria Sixth Grade Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	16.11	72	17.96	60
	Suspended (Out of School)	11.39	45	17.17	80	15.20	64	13.68	61	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	1.34	6	0.00	0
	Expelled (Out of School)	0.25	1	0.43	2	0.00	0	0.00	0	0.00	0	0.00	0
040047	Tioga Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.16	23	4.36	23
	Suspended (Out of School)	0.81	5	1.60	10	4.53	25	2.71	15	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.16	1	0.18	1	0.00	0	0.00	0	0.00	0
040052	Forest Hill Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.54	2	2.76	9
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040056	Hayden R. Lawrence Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	3.12	14
	Suspended (Out of School)	0.00	0	0.00	0	0.63	3	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040060	Oak Hill Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.13	6
	Suspended (Out of School)	0.00	0	0.00	0	0.19	1	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040061	Phoenix Magnet Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	~	~

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.80	375	4.23	538
	Suspended (Out of School)	~	~	4.33	557	3.84	489	2.64	365	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.14	19	0.02	2
	Expelled (Out of School)	~	~	0.05	7	0.09	12	0.01	2	0.00	0	0.00	0
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.51	2,740	11.24	2,882
	Suspended (Out of School)	8.72	2,080	10.10	2,390	10.95	2,564	10.55	2,813	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.53	137	0.19	48
	Expelled (Out of School)	0.21	51	0.26	62	0.18	42	0.12	32	0.01	2	0.00	0
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040002	Alexandria Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	29.86	278	30.10	251
	Suspended (Out of School)	19.27	137	19.94	144	23.47	173	34.86	281	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.21	2	1.08	9
	Expelled (Out of School)	1.27	9	0.00	0	0.00	0	1.12	9	0.00	0	0.00	0
040008	Brame, Scott M., Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	19.71	163	15.86	131
	Suspended (Out of School)	16.28	119	19.97	141	22.39	163	22.13	168	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	1.33	11	0.36	3
	Expelled (Out of School)	0.41	3	0.28	2	1.92	14	0.26	2	0.00	0	0.00	0
040018	Jones Street Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	17.10	92	18.87	104
	Suspended (Out of School)	26.98	133	18.20	85	20.76	93	23.97	128	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.74	4	0.36	2
	Expelled (Out of School)	2.43	12	0.43	2	0.00	0	0.19	1	0.00	0	0.00	0
040034	Pineville Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	24.56	183	26.84	182
	Suspended (Out of School)	22.20	139	22.80	135	33.05	195	29.22	213	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	1.61	12	0.29	2
	Expelled (Out of School)	0.48	3	3.21	19	0.17	1	0.41	3	0.00	0	0.00	0
040038	Raymond, Carter C., Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	20.06	64	20.56	59
	Suspended (Out of School)	19.65	68	18.35	60	21.76	74	29.19	94	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	2.51	8	0.00	0
	Expelled (Out of School)	0.58	2	0.31	1	0.00	0	0.93	3	0.00	0	0.00	0
040049	Tioga Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	27.40	183	22.83	147
	Suspended (Out of School)	21.38	130	21.80	131	24.57	157	25.30	170	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	4.64	31	0.93	6
	Expelled (Out of School)	0.33	2	0.00	0	0.16	1	0.74	5	0.15	1	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	24.99	942	23.92	856
	Suspended (Out of School)	~	~	21.95	696	26.44	855	25.53	1,028	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	1.80	68	0.61	22
	Expelled (Out of School)	~	~	0.76	24	0.49	16	0.57	23	0.03	1	0.00	0
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.51	2,740	11.24	2,882
	Suspended (Out of School)	8.72	2,080	10.10	2,390	10.95	2,564	10.55	2,813	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.53	137	0.19	48
	Expelled (Out of School)	0.21	51	0.26	62	0.18	42	0.12	32	0.01	2	0.00	0
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040003	Alexandria Senior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	26.15	295	28.35	374
	Suspended (Out of School)	19.90	206	22.95	249	28.87	319	23.26	284	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	1.24	14	0.38	5
	Expelled (Out of School)	0.29	3	0.37	4	0.18	2	0.33	4	0.00	0	0.00	0
040006	Bolton High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	19.37	254	19.35	261
	Suspended (Out of School)	16.34	152	14.35	132	14.75	127	23.64	265	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.92	12	0.52	7
	Expelled (Out of School)	0.86	8	0.54	5	0.00	0	0.09	1	0.00	0	0.00	0
040011	Buckeye High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	9.34	65	6.41	43
	Suspended (Out of School)	15.82	84	9.00	54	11.58	72	9.96	67	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040014	Glenmora High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	16.22	61	20.42	68
	Suspended (Out of School)	7.06	19	14.80	41	16.50	49	24.64	86	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.80	3	0.90	3
	Expelled (Out of School)	0.00	0	0.00	0	0.34	1	0.00	0	0.00	0	0.00	0
040028	Oak Hill High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	10.48	48	11.78	47
	Suspended (Out of School)	10.34	43	12.59	52	11.58	49	10.05	44	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.22	1	0.00	0
	Expelled (Out of School)	0.00	0	0.48	2	0.71	3	0.00	0	0.00	0	0.00	0
040030	Peabody Magnet High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	8.13	64	7.68	59
	Suspended (Out of School)	1.32	13	2.54	25	2.48	24	7.49	69	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.13	1	0.00	0
	Expelled (Out of School)	0.10	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040033	Pineville High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	19.69	256	18.75	244
	Suspended (Out of School)	21.69	218	25.47	287	19.89	220	17.78	220	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.54	7	0.23	3
	Expelled (Out of School)	0.00	0	0.71	8	0.00	0	0.08	1	0.08	1	0.00	0
040037	Rapides High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	24.26	99	16.08	64
	Suspended (Out of School)	11.56	37	11.55	38	12.62	38	19.21	68	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.98	4	0.00	0
	Expelled (Out of School)	0.00	0	0.61	2	1.66	5	0.00	0	0.00	0	0.00	0
040048	Tioga High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	11.47	138	12.50	149
	Suspended (Out of School)	6.38	66	8.12	93	9.35	104	17.57	192	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	5	0.25	3
	Expelled (Out of School)	0.00	0	0.87	10	0.09	1	0.00	0	0.00	0	0.00	0
040058	Rapides P.M. High School												
	Suspended (Out of School)	~	~	~	~	~	~	0.00	0	Closed	Closed	~	~
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	Closed	Closed	~	~
040059	Aiken, Ewell S. Optional School												
	Suspended (In School)	~	~	~	~	~	~	Combo	Combo	2.34	10	2.49	15
	Suspended (Out of School)	~	~	~	~	~	~	Combo	Combo	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	Combo	Combo	0.00	0	0.17	1
	Expelled (Out of School)	~	~	~	~	~	~	Combo	Combo	0.00	0	0.00	0
040062	Louisiana Youth Academy												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.59	1	Combo	Combo
	Suspended (Out of School)	~	~	~	~	~	~	~	~	0.00	0	Combo	Combo
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	Combo	Combo
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.00	0	Combo	Combo

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	16.11	1,281	16.55	1,310
	Suspended (Out of School)	~	~	15.12	971	16.02	1,002	17.40	1,278	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.59	47	0.28	22
	Expelled (Out of School)	~	~	0.48	31	0.19	12	0.08	6	0.01	1	0.00	0
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.51	2,740	11.24	2,882
	Suspended (Out of School)	8.72	2,080	10.10	2,390	10.95	2,564	10.55	2,813	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.53	137	0.19	48
	Expelled (Out of School)	0.21	51	0.26	62	0.18	42	0.12	32	0.01	2	0.00	0
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040035	Plainview High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.73	6	5.14	19
	Suspended (Out of School)	6.83	22	2.44	8	3.23	11	1.08	4	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
040055	Northwood High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	14.36	144	17.40	167
	Suspended (Out of School)	10.22	100	15.61	158	22.12	207	13.89	140	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.30	3	0.21	2
	Expelled (Out of School)	0.31	3	0.00	0	0.21	2	0.10	1	0.00	0	0.00	0
040059	Aiken, Ewell S. Optional School												
	Suspended (In School)	~	~	~	~	~	~	~	~	High	High	High	High
	Suspended (Out of School)	~	~	~	~	~	~	1.60	6	High	High	High	High
	Expelled (In School)	~	~	~	~	~	~	~	~	High	High	High	High
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	High	High	High	High
040062	Louisiana Youth Academy												
	Suspended (In School)	~	~	~	~	~	~	~	~	High	High	~	~
	Suspended (Out of School)	~	~	~	~	~	~	~	~	High	High	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	High	High	~	~
	Expelled (Out of School)	~	~	~	~	~	~	~	~	High	High	~	~

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	11.18	150	12.70	186
	Suspended (Out of School)	~	~	13.65	166	18.14	218	8.58	150	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.22	3	0.14	2
	Expelled (Out of School)	~	~	0.00	0	0.17	2	0.06	1	0.00	0	0.00	0
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.51	2,740	11.24	2,882
	Suspended (Out of School)	8.72	2,080	10.10	2,390	10.95	2,564	10.55	2,813	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.53	137	0.19	48
	Expelled (Out of School)	0.21	51	0.26	62	0.18	42	0.12	32	0.01	2	0.00	0
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.50	1,464	4.40	1,756
	Suspended (Out of School)	~	~	~	~	~	~	~	~	7.88	3,296	8.09	3,226
	Expelled (In School)	~	~	~	~	~	~	~	~	0.05	20	0.05	18
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.21	87	0.21	85
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Reading Level Evaluation Results.....	4-1
Criterion-referenced Test (CRT) Results.....	4-15
Norm-referenced Test (NRT) Results	4-27

Reading Level Evaluation Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040004	Ball Elementary School												
	Students Assessed		~		~		~		~		~		57
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.56	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.84	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.60	22
040005	Barron Sr., J.I., Elementary School												
	Students Assessed		~		~		~		~		~		63
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.44	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.27	26
040009	Brasher, Mabel, Elementary School												
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.73	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.64	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.64	24
040010	Buckeye Elementary School												
	Students Assessed		~		~		~		~		~		136
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.29	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.18	56
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.53	66
040012	Cherokee Elementary School												
	Students Assessed		~		~		~		~		~		50
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.00	2
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.00	14
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.00	34
040013	Glenmora Elementary School												
	Students Assessed		~		~		~		~		~		53
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.21	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.17	25
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.62	21

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040015 Goff, Mary, Elementary School													
	Students Assessed		~		~		~		~		~		46
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.22	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.65	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.13	18
040016 Horseshoe Drive Elementary School													
	Students Assessed		~		~		~		~		~		65
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.31	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.46	25
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.23	19
040017 Huddle, D.F., Elementary School													
	Students Assessed		~		~		~		~		~		36
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.67	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	12
040022 Lincoln Road Primary School													
	Students Assessed		~		~		~		~		~		114
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.07	32
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.77	67
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.16	15
040024 Martin Park Elementary School													
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.25	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.92	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.83	10
040025 Moore, Lessie, Elementary School													
	Students Assessed		~		~		~		~		~		44
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.55	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.64	17
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.82	14

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040026	Nachman, J.B., Elementary School												
	Students Assessed		~		~		~		~		~		57
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.02	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.32	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.67	38
040027	North Bayou Rapides Elementary School												
	Students Assessed		~		~		~		~		~		60
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.33	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.67	13
040029	Paradise Elementary School												
	Students Assessed		~		~		~		~		~		42
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.76	2
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.95	13
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.29	27
040032	Pineville Elementary School												
	Students Assessed		~		~		~		~		~		49
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.49	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.94	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.57	14
040035	Plainview High School												
	Students Assessed		~		~		~		~		~		20
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.00	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.00	9
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.00	3
040036	Poland Junior High School												
	Students Assessed		~		~		~		~		~		40
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.50	17
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.50	15

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040039	Reed Avenue Elementary School												
	Students Assessed		~		~		~		~		~		23
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.87	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.13	9
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
040040	Rosenthal Elementary School												
	Students Assessed		~		~		~		~		~		66
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.85	23
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.88	25
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.27	18
040041	Ruby-Wise Elementary School												
	Students Assessed		~		~		~		~		~		45
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.56	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.67	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.78	17
040042	Rugg, L.S., Elementary School												
	Students Assessed		~		~		~		~		~		35
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.86	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.14	13
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	7
040043	Hall, W.O., School												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	24
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.78	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.89	28
040044	Slocum, J.S., Elementary School												
	Students Assessed		~		~		~		~		~		56
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.64	25
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.50	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.86	10

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040045	Alma Redwine Elementary School												
	Students Assessed		~		~		~		~		~		54
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.52	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.96	34
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.52	10
040047	Tioga Elementary School												
	Students Assessed		~		~		~		~		~		51
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	98.04	50
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.96	1
040052	Forest Hill Elementary School												
	Students Assessed		~		~		~		~		~		60
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.33	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.67	25
040055	Northwood High School												
	Students Assessed		~		~		~		~		~		70
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.43	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.29	31
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.29	24
040060	Oak Hill Elementary School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.43	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.13	27
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.43	21
040061	Phoenix Magnet Elementary												
	Students Assessed		~		~		~		~		~		76
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.26	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	61.84	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.89	25

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	Students Assessed		~		~		~		~		~		1,712
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.38	366
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.92	769
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.70	577
State (Public)	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040004	Ball Elementary School												
	Students Assessed		~		~		~		~		~		86
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.12	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.16	44
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.72	29
040005	Barron Sr., J.I., Elementary School												
	Students Assessed		~		~		~		~		~		103
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.36	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.75	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.89	38
040009	Brasher, Mabel, Elementary School												
	Students Assessed		~		~		~		~		~		53
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.96	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.83	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.21	7
040010	Buckeye Elementary School												
	Students Assessed		~		~		~		~		~		148
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.89	25
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.62	69
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.49	54
040012	Cherokee Elementary School												
	Students Assessed		~		~		~		~		~		86
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.30	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.51	40
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.19	38
040013	Glenmora Elementary School												
	Students Assessed		~		~		~		~		~		66
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.58	38
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.64	9
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.79	19

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040015 Goff, Mary, Elementary School													
	Students Assessed		~		~		~		~		~		76
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.16	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	61.84	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	19
040016 Horseshoe Drive Elementary School													
	Students Assessed		~		~		~		~		~		70
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.14	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.71	39
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.14	19
040017 Huddle, D.F., Elementary School													
	Students Assessed		~		~		~		~		~		36
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.56	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.89	14
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.56	11
040024 Martin Park Elementary School													
	Students Assessed		~		~		~		~		~		39
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.64	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.41	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.95	7
040025 Moore, Lessie, Elementary School													
	Students Assessed		~		~		~		~		~		47
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.40	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.96	31
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.64	5
040026 Nachman, J.B., Elementary School													
	Students Assessed		~		~		~		~		~		84
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.67	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.57	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.76	25

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040027 North Bayou Rapides Elementary School													
	Students Assessed		~		~		~		~		~		42
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.43	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.24	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	14
040029 Paradise Elementary School													
	Students Assessed		~		~		~		~		~		68
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.59	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.82	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.59	14
040032 Pineville Elementary School													
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.18	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.64	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.18	21
040035 Plainview High School													
	Students Assessed		~		~		~		~		~		10
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	2
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.00	6
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	2
040036 Poland Junior High School													
	Students Assessed		~		~		~		~		~		37
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.62	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.46	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.92	7
040039 Reed Avenue Elementary School													
	Students Assessed		~		~		~		~		~		22
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.55	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.45	10
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040040 Rosenthal Elementary School													
	Students Assessed		~		~		~		~		~		54
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.07	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.70	29
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.22	12
040041 Ruby-Wise Elementary School													
	Students Assessed		~		~		~		~		~		29
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.24	5
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.72	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.03	9
040042 Rugg, L.S., Elementary School													
	Students Assessed		~		~		~		~		~		50
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.00	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.00	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.00	11
040044 Slocum, J.S., Elementary School													
	Students Assessed		~		~		~		~		~		37
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.32	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.05	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.62	8
040047 Tioga Elementary School													
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.89	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.78	56
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.33	6
040052 Forest Hill Elementary School													
	Students Assessed		~		~		~		~		~		49
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.41	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.94	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.65	16

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040055 Northwood High School													
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.90	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.90	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.20	19
040060 Oak Hill Elementary School													
	Students Assessed		~		~		~		~		~		62
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.58	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.77	29
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.65	19
040061 Phoenix Magnet Elementary													
	Students Assessed		~		~		~		~		~		76
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.95	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.11	51
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.95	22
District													
	Students Assessed		~		~		~		~		~		1,616
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.65	366
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.44	799
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.91	451
State (Public)													
	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040004	Ball Elementary School												
	Language Arts	97	108	97	89	97	78	94	89	92	79	94	86
	Mathematics	94	108	96	89	92	78	88	88	89	79	94	86
040005	Barron Sr., J.I., Elementary School												
	Language Arts	98	119	100	93	98	129	96	108	93	104	96	112
	Mathematics	99	120	99	97	99	129	94	107	95	104	90	113
040009	Brasher, Mabel, Elementary School												
	Language Arts	95	61	93	54	96	50	98	66	98	62	92	50
	Mathematics	98	61	96	54	92	49	100	66	97	62	92	50
040010	Buckeye Elementary School												
	Language Arts	99	136	100	138	100	121	100	128	99	137	98	148
	Mathematics	99	135	100	137	99	121	99	129	99	136	98	148
040012	Cherokee Elementary School												
	Language Arts	97	88	97	100	100	87	100	92	99	74	96	82
	Mathematics	98	88	96	100	99	87	99	92	97	75	95	82
040013	Glenmora Elementary School												
	Language Arts	90	50	80	60	81	54	96	57	94	51	95	64
	Mathematics	88	50	86	58	77	53	95	57	88	51	89	64
040015	Goff, Mary, Elementary School												
	Language Arts	97	73	97	92	95	80	97	59	94	67	95	76
	Mathematics	97	73	88	92	93	80	97	59	90	67	91	75
040016	Horseshoe Drive Elementary School												
	Language Arts	99	88	98	64	99	72	96	51	98	47	93	67
	Mathematics	100	88	97	64	93	71	94	51	96	47	95	66
040017	Huddle, D.F., Elementary School												
	Language Arts	98	51	96	52	85	39	98	43	90	39	87	39
	Mathematics	92	51	96	51	95	39	98	43	85	39	85	39
040024	Martin Park Elementary School												
	Language Arts	94	93	84	79	89	57	85	41	100	35	95	40
	Mathematics	92	92	84	79	93	57	78	41	88	34	95	40
040025	Moore, Lessie, Elementary School												
	Language Arts	98	55	98	62	98	47	96	45	85	61	98	46
	Mathematics	98	54	98	61	96	47	89	44	88	59	91	46

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040026	Nachman, J.B., Elementary School												
	Language Arts	99	103	99	104	99	86	97	98	98	88	96	81
	Mathematics	94	103	99	103	99	86	98	98	95	88	99	81
040027	North Bayou Rapides Elementary School												
	Language Arts	98	57	88	66	90	41	87	47	88	48	88	43
	Mathematics	93	57	85	66	80	41	96	45	85	48	88	43
040029	Paradise Elementary School												
	Language Arts	92	91	95	82	95	86	97	72	98	64	97	74
	Mathematics	92	88	95	81	93	85	100	71	100	64	95	74
040032	Pineville Elementary School												
	Language Arts	92	87	96	72	99	72	100	75	98	86	97	63
	Mathematics	91	87	93	71	96	71	99	75	93	86	98	63
040035	Plainview High School												
	Language Arts	92	25	94	34	100	15	100	21	100	27	100	13
	Mathematics	100	25	97	34	100	15	100	21	100	27	100	13
040036	Poland Junior High School												
	Language Arts	100	33	100	37	97	35	100	33	97	34	100	34
	Mathematics	97	31	100	37	97	34	100	33	97	34	100	34
040039	Reed Avenue Elementary School												
	Language Arts	96	28	70	30	86	21	89	19	96	23	83	23
	Mathematics	100	28	77	30	86	21	89	19	96	23	83	23
040040	Rosenthal Elementary School												
	Language Arts	79	68	96	53	90	51	97	66	97	75	97	59
	Mathematics	80	65	96	53	84	51	98	66	96	75	95	59
040041	Ruby-Wise Elementary School												
	Language Arts	100	39	98	50	100	36	100	34	100	33	87	30
	Mathematics	100	38	96	50	97	36	88	34	100	33	80	30
040042	Rugg, L.S., Elementary School												
	Language Arts	99	69	95	58	86	57	93	40	93	41	100	47
	Mathematics	96	70	90	58	79	57	98	40	93	41	83	47
040044	Slocum, J.S., Elementary School												
	Language Arts	100	47	96	48	94	47	97	60	88	50	100	40
	Mathematics	98	46	96	48	89	46	95	60	90	50	98	40

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040047	Tioga Elementary School												
	Language Arts	95	63	96	75	97	63	97	79	96	93	94	77
	Mathematics	97	62	96	74	97	63	95	78	90	92	91	77
040052	Forest Hill Elementary School												
	Language Arts	95	65	92	73	99	69	97	72	98	65	98	56
	Mathematics	98	66	94	72	100	69	94	72	97	65	95	56
040055	Northwood High School												
	Language Arts	92	74	92	73	91	54	96	74	95	65	88	56
	Mathematics	96	74	90	72	81	54	85	73	88	65	88	56
040060	Oak Hill Elementary School												
	Language Arts	98	65	98	53	100	56	98	63	100	65	88	60
	Mathematics	95	64	94	53	100	55	95	63	98	65	93	60
040061	Phoenix Magnet Elementary												
	Language Arts	~	~	~	~	100	99	100	92	100	71	100	76
	Mathematics	~	~	~	~	98	99	99	92	97	71	99	76
District													
	Language Arts	96	1,836	95	1,791	96	1,703	97	1,726	96	1,684	95	1,642
	Mathematics	95	1,824	94	1,784	94	1,695	95	1,719	94	1,680	93	1,641
State													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040004	Ball Elementary School												
	Language Arts	94	95	86	81	95	91	93	85	100	79	95	64
	Mathematics	92	95	90	81	93	91	88	85	97	79	92	64
040005	Barron Sr., J.I., Elementary School												
	Language Arts	96	112	96	122	96	113	96	116	96	142	89	117
	Mathematics	96	113	98	126	99	112	97	118	93	141	92	117
040009	Brasher, Mabel, Elementary School												
	Language Arts	98	59	100	57	98	59	89	66	86	44	96	54
	Mathematics	95	60	98	57	98	59	97	66	89	44	100	54
040012	Cherokee Elementary School												
	Language Arts	100	84	100	89	100	92	98	82	97	76	98	80
	Mathematics	98	84	97	89	95	91	94	82	97	76	93	80
040013	Glenmora Elementary School												
	Language Arts	96	50	98	57	96	53	98	57	90	62	90	61
	Mathematics	94	51	100	56	91	53	98	57	82	62	84	61
040015	Goff, Mary, Elementary School												
	Language Arts	100	62	99	83	98	62	98	86	95	73	98	56
	Mathematics	92	62	94	83	98	62	93	86	85	73	96	56
040016	Horseshoe Drive Elementary School												
	Language Arts	96	56	97	70	93	59	97	61	96	69	95	59
	Mathematics	98	56	94	70	91	58	97	61	99	69	95	59
040017	Huddle, D.F., Elementary School												
	Language Arts	97	39	94	36	100	39	94	36	88	34	88	41
	Mathematics	98	40	94	36	95	39	100	36	88	34	90	41
040024	Martin Park Elementary School												
	Language Arts	99	88	93	84	89	84	95	56	100	56	93	45
	Mathematics	98	88	89	84	87	84	93	56	96	56	96	45
040025	Moore, Lessie, Elementary School												
	Language Arts	98	42	95	56	94	51	98	63	93	55	92	51
	Mathematics	98	42	95	55	94	51	97	63	96	55	96	51
040026	Nachman, J.B., Elementary School												
	Language Arts	99	112	100	93	98	105	96	107	97	105	99	89
	Mathematics	96	112	97	93	98	104	93	107	91	105	97	89

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040027	North Bayou Rapides Elementary School												
	Language Arts	88	50	73	55	85	39	92	51	88	41	87	46
	Mathematics	76	50	78	55	74	39	92	51	85	41	89	46
040029	Paradise Elementary School												
	Language Arts	97	72	100	78	98	63	96	79	99	84	92	66
	Mathematics	100	72	99	77	94	63	95	77	98	84	94	66
040032	Pineville Elementary School												
	Language Arts	99	78	96	81	96	67	91	70	97	63	95	57
	Mathematics	99	78	98	81	100	66	100	70	98	63	96	57
040035	Plainview High School												
	Language Arts	100	16	100	20	100	17	100	32	94	18	90	21
	Mathematics	100	16	100	20	100	17	97	32	100	18	100	21
040036	Poland Junior High School												
	Language Arts	100	35	100	35	96	26	92	39	97	38	91	34
	Mathematics	100	33	100	35	100	26	92	39	86	37	94	34
040038	Raymond, Carter C., Junior High School												
	Language Arts	94	65	92	59	80	59	88	50	84	57	90	50
	Mathematics	95	65	95	58	88	59	86	50	88	57	94	50
040039	Reed Avenue Elementary School												
	Language Arts	96	24	90	20	96	26	100	25	100	28	96	23
	Mathematics	63	24	85	20	88	26	96	25	93	28	91	23
040040	Rosenthal Elementary School												
	Language Arts	89	63	86	56	86	51	81	58	96	53	92	62
	Mathematics	94	62	91	56	94	51	91	58	96	53	97	62
040041	Ruby-Wise Elementary School												
	Language Arts	98	52	100	37	100	40	100	50	100	36	96	25
	Mathematics	100	52	100	37	100	39	98	50	100	36	88	25
040042	Rugg, L.S., Elementary School												
	Language Arts	97	59	100	59	96	46	100	37	88	42	98	42
	Mathematics	98	59	100	59	85	46	86	37	79	43	95	41
040044	Slocum, J.S., Elementary School												
	Language Arts	96	46	98	44	98	47	95	41	88	50	96	54
	Mathematics	89	46	98	43	96	47	88	41	90	50	98	54

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040047	Tioga Elementary School												
	Language Arts	95	81	97	96	97	62	96	69	97	71	89	71
	Mathematics	95	80	95	96	97	62	97	69	93	71	90	71
040055	Northwood High School												
	Language Arts	94	90	100	64	90	71	82	78	82	66	88	78
	Mathematics	98	90	100	64	86	71	81	79	68	66	92	78
040056	Hayden R. Lawrence Middle School												
	Language Arts	100	103	96	136	96	139	99	153	99	132	100	133
	Mathematics	100	103	98	136	96	139	95	153	97	131	96	133
040059	Aiken, Ewell S. Optional School												
	Language Arts	~	~	~	~	~	~	40	5	~	~	~	~
	Mathematics	~	~	~	~	~	~	80	5	~	~	~	~
040060	Oak Hill Elementary School												
	Language Arts	98	56	96	67	98	64	96	67	98	65	100	61
	Mathematics	91	56	97	67	97	64	96	67	98	65	98	61
040061	Phoenix Magnet Elementary												
	Language Arts	~	~	~	~	100	105	100	99	100	90	100	78
	Mathematics	~	~	~	~	100	105	100	99	100	90	100	78
040062	Louisiana Youth Academy												
	Language Arts	~	~	~	~	~	~	~	~	~	~	0	1
	Mathematics	~	~	~	~	~	~	~	~	~	~	0	1
District													
	Language Arts	97	1,689	96	1,735	95	1,735	95	1,818	95	1,734	94	1,619
	Mathematics	95	1,689	96	1,734	94	1,729	94	1,819	92	1,731	94	1,618
State													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040002	Alexandria Junior High School												
	Language Arts	93	286	90	293	91	301	82	328	90	313	84	267
	Mathematics	90	284	85	287	87	293	68	327	78	311	74	264
040008	Brame, Scott M., Junior High School												
	Language Arts	91	302	95	303	93	315	95	330	93	335	91	314
	Mathematics	88	302	92	301	92	309	85	333	82	331	84	315
040011	Buckeye High School												
	Language Arts	96	51	99	90	97	73	87	90	95	80	89	90
	Mathematics	92	51	93	90	90	73	76	96	91	79	77	88
040014	Glenmora High School												
	Language Arts	94	48	91	55	100	52	94	65	93	56	100	47
	Mathematics	92	48	89	53	92	52	89	66	91	57	94	47
040018	Jones Street Junior High School												
	Language Arts	94	177	95	171	93	163	84	197	85	240	87	206
	Mathematics	88	175	94	171	88	167	75	197	74	239	73	206
040028	Oak Hill High School												
	Language Arts	97	58	100	66	92	64	95	86	100	64	98	58
	Mathematics	88	58	100	66	95	63	94	86	98	64	98	58
040034	Pineville Junior High School												
	Language Arts	92	250	93	223	94	257	94	310	92	260	98	261
	Mathematics	93	250	90	226	92	259	85	309	84	264	89	251
040035	Plainview High School												
	Language Arts	96	27	100	23	95	22	96	25	86	21	92	38
	Mathematics	96	27	87	23	100	22	92	24	90	21	92	38
040036	Poland Junior High School												
	Language Arts	100	30	100	26	100	36	100	35	100	24	90	39
	Mathematics	100	30	88	26	100	36	91	35	92	24	79	39
040038	Raymond, Carter C., Junior High School												
	Language Arts	96	57	96	56	100	49	90	60	96	55	82	55
	Mathematics	95	57	96	56	90	49	69	59	87	55	78	55
040049	Tioga Junior High School												
	Language Arts	95	219	91	243	93	243	91	272	93	237	95	265
	Mathematics	94	222	89	244	91	240	84	270	88	235	91	266

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040055	Northwood High School												
	Language Arts	96	55	96	70	100	64	93	59	92	59	82	92
	Mathematics	89	55	86	71	92	63	85	60	79	61	65	91
040059	Aiken, Ewell S. Optional School												
	Language Arts	~	~	~	~	~	~	74	27	45	11	53	15
	Mathematics	~	~	~	~	~	~	54	26	40	10	20	15
040062	Louisiana Youth Academy												
	Language Arts	~	~	~	~	~	~	~	~	100	2	82	11
	Mathematics	~	~	~	~	~	~	~	~	100	2	82	11
District													
	Language Arts	93	1,576	93	1,638	93	1,677	90	1,884	90	1,786	90	1,790
	Mathematics	91	1,575	90	1,632	90	1,659	80	1,888	82	1,784	81	1,776
State													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040003	Alexandria Senior High School												
	Language Arts	97	225	96	196	92	241	93	231	89	233	88	265
	Mathematics	89	223	86	196	86	244	84	228	79	233	74	273
	Written Composition	96	218	93	194	98	239	97	224	98	225	95	249
	Science	96	152	97	210	93	157	91	194	89	195	83	190
	Social Studies	96	151	98	209	96	158	91	194	88	191	89	195
040006	Bolton High School												
	Language Arts	97	193	94	181	91	186	90	185	88	209	93	245
	Mathematics	96	191	94	180	95	184	91	183	88	208	78	244
	Written Composition	92	191	97	180	97	182	96	181	97	202	98	238
	Science	93	181	92	156	89	166	88	175	85	169	93	184
	Social Studies	94	181	96	156	92	166	91	175	86	169	93	184
040011	Buckeye High School												
	Language Arts	100	75	99	84	91	93	97	86	97	115	89	93
	Mathematics	93	74	89	85	89	91	86	83	87	114	82	95
	Written Composition	96	75	98	83	100	92	100	82	99	111	99	90
	Science	91	64	99	68	95	79	85	92	91	69	96	105
	Social Studies	95	63	96	68	95	77	89	90	87	70	98	104
040014	Glenmora High School												
	Language Arts	100	22	98	49	97	36	89	36	97	35	94	32
	Mathematics	86	21	98	49	86	35	92	36	94	34	67	30
	Written Composition	100	22	100	49	97	36	80	35	97	35	97	32
	Science	96	28	88	16	89	45	87	38	88	32	94	31
	Social Studies	96	28	100	16	96	45	90	39	87	31	97	30
040028	Oak Hill High School												
	Language Arts	90	51	92	52	96	55	94	49	95	57	98	43
	Mathematics	90	51	79	53	84	55	84	49	96	56	93	43
	Written Composition	90	50	92	53	98	55	100	49	98	51	100	43
	Science	94	35	86	49	85	46	78	49	95	39	87	46
	Social Studies	100	35	94	49	91	47	86	49	95	39	96	46

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040030	Peabody Magnet High School												
	Language Arts	95	147	94	140	92	135	90	114	86	144	97	133
	Mathematics	91	147	84	139	93	135	79	114	72	144	92	133
	Written Composition	82	142	92	138	94	136	93	113	92	143	100	131
	Science	89	130	94	139	87	129	84	147	79	111	94	124
	Social Studies	92	130	94	139	90	127	90	147	93	111	95	124
040033	Pineville High School												
	Language Arts	100	257	97	242	97	237	95	230	90	253	95	240
	Mathematics	91	256	88	241	89	238	83	234	79	249	77	234
	Written Composition	98	254	96	234	99	235	99	227	95	251	99	232
	Science	95	207	96	237	93	216	91	220	85	211	86	232
	Social Studies	97	207	97	236	93	215	96	219	92	206	91	230
040035	Plainview High School												
	Language Arts	100	8	96	26	100	16	95	19	100	16	100	23
	Mathematics	100	8	85	26	100	16	95	19	100	16	96	23
	Written Composition	100	8	96	26	100	16	100	18	94	16	100	21
	Science	100	13	100	9	92	24	100	12	94	17	80	15
	Social Studies	92	13	100	9	92	24	100	13	100	17	100	15
040037	Rapides High School												
	Language Arts	97	70	96	79	98	61	96	69	94	71	90	71
	Mathematics	86	70	91	79	97	60	91	68	80	71	82	71
	Written Composition	94	68	99	78	100	61	94	66	92	66	93	72
	Science	95	64	98	59	93	61	93	54	91	53	82	56
	Social Studies	95	63	97	59	97	60	96	54	91	53	96	56
040048	Tioga High School												
	Language Arts	96	235	95	228	93	240	96	182	85	213	88	245
	Mathematics	93	235	86	229	89	242	86	182	83	212	74	239
	Written Composition	91	233	95	226	97	233	98	176	96	202	97	236
	Science	88	147	98	207	89	197	89	185	89	165	82	188
	Social Studies	94	142	98	204	93	198	95	192	95	165	87	186

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040055	Northwood High School												
	Language Arts	89	38	89	37	83	36	98	44	90	48	93	41
	Mathematics	84	38	68	37	81	36	89	44	69	48	78	41
	Written Composition	100	37	91	35	100	34	100	42	100	43	98	41
	Science	97	31	92	25	85	27	82	33	78	32	86	36
	Social Studies	90	31	88	25	85	27	88	33	97	32	89	36
040059	Aiken, Ewell S. Optional School												
	Language Arts	~	~	~	~	~	~	80	45	64	39	67	43
	Mathematics	~	~	~	~	~	~	80	44	46	39	37	43
	Written Composition	~	~	~	~	~	~	90	41	91	35	97	33
	Science	~	~	~	~	~	~	56	27	67	43	69	32
	Social Studies	~	~	~	~	~	~	67	27	65	43	56	32
040062	Louisiana Youth Academy												
	Language Arts	~	~	~	~	~	~	~	~	100	1	100	1
	Mathematics	~	~	~	~	~	~	~	~	100	1	100	1
	Written Composition	~	~	~	~	~	~	~	~	100	1	100	1
	Science	~	~	~	~	~	~	~	~	100	2	~	~
	Social Studies	~	~	~	~	~	~	~	~	100	2	~	~
District													
	Language Arts	97	1,344	95	1,342	93	1,366	93	1,290	89	1,439	91	1,485
	Mathematics	91	1,338	87	1,342	89	1,367	86	1,284	81	1,430	77	1,478
	Written Composition	93	1,317	95	1,323	98	1,345	97	1,254	96	1,386	97	1,429
	Science	92	1,084	94	1,211	90	1,162	87	1,226	86	1,142	87	1,244
	Social Studies	94	1,076	95	1,204	93	1,159	92	1,232	90	1,132	91	1,243
State													
	Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
	Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
	Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
	Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
	Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

Definition

Norm-referenced tests (NRTs)-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040004	Ball Elementary School						
	Fourth Quartile	~	~	~	~	~	17.1
	Third Quartile	~	~	~	~	~	22.9
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	20.0
	Percentile Rank	~	~	~	~	~	49.0
040005	Barron Sr., J.I., Elementary School						
	Fourth Quartile	~	~	~	~	~	25.3
	Third Quartile	~	~	~	~	~	29.5
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	14.7
	Percentile Rank	~	~	~	~	~	56.0
040009	Brasher, Mabel, Elementary School						
	Fourth Quartile	~	~	~	~	~	17.9
	Third Quartile	~	~	~	~	~	26.8
	Second Quartile	~	~	~	~	~	41.1
	First Quartile	~	~	~	~	~	14.3
	Percentile Rank	~	~	~	~	~	52.0
040012	Cherokee Elementary School						
	Fourth Quartile	~	~	~	~	~	30.9
	Third Quartile	~	~	~	~	~	32.7
	Second Quartile	~	~	~	~	~	34.5
	First Quartile	~	~	~	~	~	1.8
	Percentile Rank	~	~	~	~	~	64.0
040013	Glenmora Elementary School						
	Fourth Quartile	~	~	~	~	~	34.1
	Third Quartile	~	~	~	~	~	29.5
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	9.1
	Percentile Rank	~	~	~	~	~	62.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040015	Goff, Mary, Elementary School						
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	24.0
	Second Quartile	~	~	~	~	~	34.0
	First Quartile	~	~	~	~	~	22.0
	Percentile Rank	~	~	~	~	~	48.0
040016	Horseshoe Drive Elementary School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	20.9
	Second Quartile	~	~	~	~	~	44.2
	First Quartile	~	~	~	~	~	34.9
	Percentile Rank	~	~	~	~	~	31.0
040017	Huddle, D.F., Elementary School						
	Fourth Quartile	~	~	~	~	~	4.8
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	47.6
	First Quartile	~	~	~	~	~	33.3
	Percentile Rank	~	~	~	~	~	31.0
040024	Martin Park Elementary School						
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	31.3
	Second Quartile	~	~	~	~	~	37.5
	First Quartile	~	~	~	~	~	6.3
	Percentile Rank	~	~	~	~	~	57.0
040025	Moore, Lessie, Elementary School						
	Fourth Quartile	~	~	~	~	~	23.3
	Third Quartile	~	~	~	~	~	30.0
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	6.7
	Percentile Rank	~	~	~	~	~	56.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040026	Nachman, J.B., Elementary School						
	Fourth Quartile	~	~	~	~	~	42.3
	Third Quartile	~	~	~	~	~	35.2
	Second Quartile	~	~	~	~	~	19.7
	First Quartile	~	~	~	~	~	2.8
	Percentile Rank	~	~	~	~	~	72.0
040027	North Bayou Rapides Elementary School						
	Fourth Quartile	~	~	~	~	~	8.1
	Third Quartile	~	~	~	~	~	29.7
	Second Quartile	~	~	~	~	~	35.1
	First Quartile	~	~	~	~	~	27.0
	Percentile Rank	~	~	~	~	~	41.0
040029	Paradise Elementary School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	23.8
	Second Quartile	~	~	~	~	~	41.3
	First Quartile	~	~	~	~	~	12.7
	Percentile Rank	~	~	~	~	~	54.0
040032	Pineville Elementary School						
	Fourth Quartile	~	~	~	~	~	19.1
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	44.1
	First Quartile	~	~	~	~	~	5.9
	Percentile Rank	~	~	~	~	~	55.0
040035	Plainview High School						
	Fourth Quartile	~	~	~	~	~	18.2
	Third Quartile	~	~	~	~	~	13.6
	Second Quartile	~	~	~	~	~	40.9
	First Quartile	~	~	~	~	~	27.3
	Percentile Rank	~	~	~	~	~	46.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040036	Poland Junior High School						
	Fourth Quartile	~	~	~	~	~	43.5
	Third Quartile	~	~	~	~	~	4.3
	Second Quartile	~	~	~	~	~	43.5
	First Quartile	~	~	~	~	~	8.7
	Percentile Rank	~	~	~	~	~	59.0
040038	Raymond, Carter C., Junior High School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	16.0
	Second Quartile	~	~	~	~	~	44.0
	First Quartile	~	~	~	~	~	40.0
	Percentile Rank	~	~	~	~	~	30.0
040039	Reed Avenue Elementary School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	17.6
	Second Quartile	~	~	~	~	~	52.9
	First Quartile	~	~	~	~	~	29.4
	Percentile Rank	~	~	~	~	~	32.0
040040	Rosenthal Elementary School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	11.6
	Second Quartile	~	~	~	~	~	67.4
	First Quartile	~	~	~	~	~	20.9
	Percentile Rank	~	~	~	~	~	34.0
040041	Ruby-Wise Elementary School						
	Fourth Quartile	~	~	~	~	~	14.8
	Third Quartile	~	~	~	~	~	29.6
	Second Quartile	~	~	~	~	~	25.9
	First Quartile	~	~	~	~	~	29.6
	Percentile Rank	~	~	~	~	~	47.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040042	Rugg, L.S., Elementary School						
	Fourth Quartile	~	~	~	~	~	8.8
	Third Quartile	~	~	~	~	~	17.6
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	23.5
	Percentile Rank	~	~	~	~	~	37.0
040044	Slocum, J.S., Elementary School						
	Fourth Quartile	~	~	~	~	~	23.5
	Third Quartile	~	~	~	~	~	20.6
	Second Quartile	~	~	~	~	~	47.1
	First Quartile	~	~	~	~	~	8.8
	Percentile Rank	~	~	~	~	~	51.0
040047	Tioga Elementary School						
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	31.7
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	15.0
	Percentile Rank	~	~	~	~	~	53.0
040052	Forest Hill Elementary School						
	Fourth Quartile	~	~	~	~	~	18.8
	Third Quartile	~	~	~	~	~	34.4
	Second Quartile	~	~	~	~	~	40.6
	First Quartile	~	~	~	~	~	6.3
	Percentile Rank	~	~	~	~	~	53.0
040055	Northwood High School						
	Fourth Quartile	~	~	~	~	~	7.4
	Third Quartile	~	~	~	~	~	29.6
	Second Quartile	~	~	~	~	~	38.9
	First Quartile	~	~	~	~	~	24.1
	Percentile Rank	~	~	~	~	~	43.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040056	Hayden R. Lawrence Middle School						
	Fourth Quartile	~	~	~	~	~	37.6
	Third Quartile	~	~	~	~	~	30.3
	Second Quartile	~	~	~	~	~	27.5
	First Quartile	~	~	~	~	~	4.6
	Percentile Rank	~	~	~	~	~	66.0
040060	Oak Hill Elementary School						
	Fourth Quartile	~	~	~	~	~	7.7
	Third Quartile	~	~	~	~	~	38.5
	Second Quartile	~	~	~	~	~	38.5
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	48.0
040061	Phoenix Magnet Elementary						
	Fourth Quartile	~	~	~	~	~	61.8
	Third Quartile	~	~	~	~	~	32.4
	Second Quartile	~	~	~	~	~	5.9
	First Quartile	~	~	~	~	~	0.0
	Percentile Rank	~	~	~	~	~	77.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	22.6
	Third Quartile	~	~	~	~	~	27.1
	Second Quartile	~	~	~	~	~	35.9
	First Quartile	~	~	~	~	~	14.3
	Percentile Rank	~	~	~	~	~	54.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040001	Acadian Sixth Grade Center						
	Fourth Quartile	~	~	~	~	~	31.6
	Third Quartile	~	~	~	~	~	36.3
	Second Quartile	~	~	~	~	~	23.4
	First Quartile	~	~	~	~	~	8.8
	Percentile Rank	~	~	~	~	~	63.0
040013	Glenmora Elementary School						
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	34.1
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	11.4
	Percentile Rank	~	~	~	~	~	59.0
040023	Lincoln Road Sixth Grade Center						
	Fourth Quartile	~	~	~	~	~	21.4
	Third Quartile	~	~	~	~	~	27.3
	Second Quartile	~	~	~	~	~	33.2
	First Quartile	~	~	~	~	~	18.1
	Percentile Rank	~	~	~	~	~	51.0
040031	Peabody Sixth Grade Center						
	Fourth Quartile	~	~	~	~	~	27.6
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	30.4
	First Quartile	~	~	~	~	~	16.4
	Percentile Rank	~	~	~	~	~	56.0
040035	Plainview High School						
	Fourth Quartile	~	~	~	~	~	15.4
	Third Quartile	~	~	~	~	~	30.8
	Second Quartile	~	~	~	~	~	38.5
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040036	Poland Junior High School						
	Fourth Quartile	~	~	~	~	~	19.2
	Third Quartile	~	~	~	~	~	26.9
	Second Quartile	~	~	~	~	~	38.5
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	51.0
040038	Raymond, Carter C., Junior High School						
	Fourth Quartile	~	~	~	~	~	6.8
	Third Quartile	~	~	~	~	~	34.1
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	31.8
	Percentile Rank	~	~	~	~	~	41.0
040046	South Alexandria Sixth Grade Center						
	Fourth Quartile	~	~	~	~	~	19.3
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	24.5
	First Quartile	~	~	~	~	~	27.6
	Percentile Rank	~	~	~	~	~	48.0
040055	Northwood High School						
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	32.6
	Second Quartile	~	~	~	~	~	37.0
	First Quartile	~	~	~	~	~	17.4
	Percentile Rank	~	~	~	~	~	49.0
040056	Hayden R. Lawrence Middle School						
	Fourth Quartile	~	~	~	~	~	41.7
	Third Quartile	~	~	~	~	~	26.0
	Second Quartile	~	~	~	~	~	26.0
	First Quartile	~	~	~	~	~	6.3
	Percentile Rank	~	~	~	~	~	66.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040059	Aiken, Ewell S. Optional School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	0.0
	First Quartile	~	~	~	~	~	100.0
	Percentile Rank	~	~	~	~	~	8.0
040060	Oak Hill Elementary School						
	Fourth Quartile	~	~	~	~	~	31.4
	Third Quartile	~	~	~	~	~	49.0
	Second Quartile	~	~	~	~	~	15.7
	First Quartile	~	~	~	~	~	3.9
	Percentile Rank	~	~	~	~	~	67.0
District							
	Fourth Quartile	~	~	~	~	~	24.7
	Third Quartile	~	~	~	~	~	29.7
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	17.0
	Percentile Rank	~	~	~	~	~	55.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040002	Alexandria Junior High School						
	Fourth Quartile	~	~	~	~	~	9.3
	Third Quartile	~	~	~	~	~	22.0
	Second Quartile	~	~	~	~	~	37.0
	First Quartile	~	~	~	~	~	31.7
	Percentile Rank	~	~	~	~	~	37.0
040008	Brame, Scott M., Junior High School						
	Fourth Quartile	~	~	~	~	~	21.1
	Third Quartile	~	~	~	~	~	25.8
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	19.7
	Percentile Rank	~	~	~	~	~	52.0
040011	Buckeye High School						
	Fourth Quartile	~	~	~	~	~	20.3
	Third Quartile	~	~	~	~	~	37.3
	Second Quartile	~	~	~	~	~	35.6
	First Quartile	~	~	~	~	~	6.8
	Percentile Rank	~	~	~	~	~	56.0
040014	Glenmora High School						
	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	21.4
	Second Quartile	~	~	~	~	~	38.1
	First Quartile	~	~	~	~	~	16.7
	Percentile Rank	~	~	~	~	~	52.0
040018	Jones Street Junior High School						
	Fourth Quartile	~	~	~	~	~	17.4
	Third Quartile	~	~	~	~	~	32.6
	Second Quartile	~	~	~	~	~	32.6
	First Quartile	~	~	~	~	~	17.4
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040028	Oak Hill High School						
	Fourth Quartile	~	~	~	~	~	37.7
	Third Quartile	~	~	~	~	~	32.1
	Second Quartile	~	~	~	~	~	15.1
	First Quartile	~	~	~	~	~	15.1
	Percentile Rank	~	~	~	~	~	66.0
040034	Pineville Junior High School						
	Fourth Quartile	~	~	~	~	~	24.3
	Third Quartile	~	~	~	~	~	27.1
	Second Quartile	~	~	~	~	~	31.0
	First Quartile	~	~	~	~	~	17.6
	Percentile Rank	~	~	~	~	~	53.0
040035	Plainview High School						
	Fourth Quartile	~	~	~	~	~	11.8
	Third Quartile	~	~	~	~	~	17.6
	Second Quartile	~	~	~	~	~	58.8
	First Quartile	~	~	~	~	~	11.8
	Percentile Rank	~	~	~	~	~	46.0
040036	Poland Junior High School						
	Fourth Quartile	~	~	~	~	~	11.8
	Third Quartile	~	~	~	~	~	5.9
	Second Quartile	~	~	~	~	~	35.3
	First Quartile	~	~	~	~	~	47.1
	Percentile Rank	~	~	~	~	~	34.0
040038	Raymond, Carter C., Junior High School						
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	15.0
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	10.0
	Percentile Rank	~	~	~	~	~	53.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040049	Tioga Junior High School						
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	28.1
	Second Quartile	~	~	~	~	~	27.6
	First Quartile	~	~	~	~	~	22.7
	Percentile Rank	~	~	~	~	~	51.0
040055	Northwood High School						
	Fourth Quartile	~	~	~	~	~	10.4
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	31.3
	Percentile Rank	~	~	~	~	~	37.0
040059	Aiken, Ewell S. Optional School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	6.7
	Second Quartile	~	~	~	~	~	6.7
	First Quartile	~	~	~	~	~	86.7
	Percentile Rank	~	~	~	~	~	13.0
040062	Louisiana Youth Academy						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	14.3
	First Quartile	~	~	~	~	~	71.4
	Percentile Rank	~	~	~	~	~	19.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	18.8
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	23.2
	Percentile Rank	~	~	~	~	~	48.0
State							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040003	Alexandria Senior High School						
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	23.5
	Second Quartile	~	~	~	~	~	28.3
	First Quartile	~	~	~	~	~	26.5
	Percentile Rank	~	~	~	~	~	48.0
040006	Bolton High School						
	Fourth Quartile	~	~	~	~	~	25.3
	Third Quartile	~	~	~	~	~	21.1
	Second Quartile	~	~	~	~	~	34.1
	First Quartile	~	~	~	~	~	19.5
	Percentile Rank	~	~	~	~	~	51.0
040011	Buckeye High School						
	Fourth Quartile	~	~	~	~	~	25.2
	Third Quartile	~	~	~	~	~	37.4
	Second Quartile	~	~	~	~	~	24.3
	First Quartile	~	~	~	~	~	13.1
	Percentile Rank	~	~	~	~	~	57.0
040014	Glenmora High School						
	Fourth Quartile	~	~	~	~	~	15.6
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	22.2
	Percentile Rank	~	~	~	~	~	46.0
040028	Oak Hill High School						
	Fourth Quartile	~	~	~	~	~	18.0
	Third Quartile	~	~	~	~	~	31.1
	Second Quartile	~	~	~	~	~	34.4
	First Quartile	~	~	~	~	~	16.4
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040030	Peabody Magnet High School						
	Fourth Quartile	~	~	~	~	~	5.4
	Third Quartile	~	~	~	~	~	31.1
	Second Quartile	~	~	~	~	~	42.6
	First Quartile	~	~	~	~	~	20.9
	Percentile Rank	~	~	~	~	~	43.0
040033	Pineville High School						
	Fourth Quartile	~	~	~	~	~	31.2
	Third Quartile	~	~	~	~	~	25.8
	Second Quartile	~	~	~	~	~	28.3
	First Quartile	~	~	~	~	~	14.7
	Percentile Rank	~	~	~	~	~	57.0
040035	Plainview High School						
	Fourth Quartile	~	~	~	~	~	44.4
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	27.8
	First Quartile	~	~	~	~	~	11.1
	Percentile Rank	~	~	~	~	~	62.0
040037	Rapides High School						
	Fourth Quartile	~	~	~	~	~	16.3
	Third Quartile	~	~	~	~	~	31.3
	Second Quartile	~	~	~	~	~	33.8
	First Quartile	~	~	~	~	~	18.8
	Percentile Rank	~	~	~	~	~	48.0
040048	Tioga High School						
	Fourth Quartile	~	~	~	~	~	28.4
	Third Quartile	~	~	~	~	~	30.8
	Second Quartile	~	~	~	~	~	21.6
	First Quartile	~	~	~	~	~	19.2
	Percentile Rank	~	~	~	~	~	56.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040055	Northwood High School						
	Fourth Quartile	~	~	~	~	~	10.9
	Third Quartile	~	~	~	~	~	9.4
	Second Quartile	~	~	~	~	~	29.7
	First Quartile	~	~	~	~	~	50.0
	Percentile Rank	~	~	~	~	~	31.0
040059	Aiken, Ewell S. Optional School						
	Fourth Quartile	~	~	~	~	~	3.2
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	45.2
	First Quartile	~	~	~	~	~	51.6
	Percentile Rank	~	~	~	~	~	23.0
040062	Louisiana Youth Academy						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	33.3
	Percentile Rank	~	~	~	~	~	30.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	30.8
	First Quartile	~	~	~	~	~	21.5
	Percentile Rank	~	~	~	~	~	50.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040003	Alexandria Senior High School						
	Fourth Quartile	~	~	~	~	~	30.2
	Third Quartile	~	~	~	~	~	26.0
	Second Quartile	~	~	~	~	~	23.3
	First Quartile	~	~	~	~	~	20.5
	Percentile Rank	~	~	~	~	~	55.0
040006	Bolton High School						
	Fourth Quartile	~	~	~	~	~	28.6
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	25.3
	First Quartile	~	~	~	~	~	17.5
	Percentile Rank	~	~	~	~	~	57.0
040011	Buckeye High School						
	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	40.5
	Second Quartile	~	~	~	~	~	26.2
	First Quartile	~	~	~	~	~	9.5
	Percentile Rank	~	~	~	~	~	58.0
040014	Glenmora High School						
	Fourth Quartile	~	~	~	~	~	21.9
	Third Quartile	~	~	~	~	~	34.4
	Second Quartile	~	~	~	~	~	15.6
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	51.0
040028	Oak Hill High School						
	Fourth Quartile	~	~	~	~	~	15.8
	Third Quartile	~	~	~	~	~	55.3
	Second Quartile	~	~	~	~	~	18.4
	First Quartile	~	~	~	~	~	10.5
	Percentile Rank	~	~	~	~	~	58.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040030	Peabody Magnet High School						
	Fourth Quartile	~	~	~	~	~	8.5
	Third Quartile	~	~	~	~	~	35.9
	Second Quartile	~	~	~	~	~	40.2
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	46.0
040033	Pineville High School						
	Fourth Quartile	~	~	~	~	~	35.1
	Third Quartile	~	~	~	~	~	31.2
	Second Quartile	~	~	~	~	~	21.5
	First Quartile	~	~	~	~	~	12.2
	Percentile Rank	~	~	~	~	~	62.0
040035	Plainview High School						
	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	9.5
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	38.1
	Percentile Rank	~	~	~	~	~	38.0
040037	Rapides High School						
	Fourth Quartile	~	~	~	~	~	22.4
	Third Quartile	~	~	~	~	~	26.9
	Second Quartile	~	~	~	~	~	29.9
	First Quartile	~	~	~	~	~	20.9
	Percentile Rank	~	~	~	~	~	50.0
040048	Tioga High School						
	Fourth Quartile	~	~	~	~	~	24.6
	Third Quartile	~	~	~	~	~	27.3
	Second Quartile	~	~	~	~	~	24.1
	First Quartile	~	~	~	~	~	24.1
	Percentile Rank	~	~	~	~	~	51.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040055	Northwood High School						
	Fourth Quartile	~	~	~	~	~	12.5
	Third Quartile	~	~	~	~	~	27.5
	Second Quartile	~	~	~	~	~	35.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	42.0
040059	Aiken, Ewell S. Optional School						
	Fourth Quartile	~	~	~	~	~	12.5
	Third Quartile	~	~	~	~	~	12.5
	Second Quartile	~	~	~	~	~	21.9
	First Quartile	~	~	~	~	~	53.1
	Percentile Rank	~	~	~	~	~	30.0
040062	Louisiana Youth Academy						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	33.3
	Percentile Rank	~	~	~	~	~	43.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	25.2
	Third Quartile	~	~	~	~	~	29.9
	Second Quartile	~	~	~	~	~	25.6
	First Quartile	~	~	~	~	~	19.3
	Percentile Rank	~	~	~	~	~	54.0
State	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040003	Alexandria Senior High School						
	Fourth Quartile	~	~	~	~	~	29.4
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	23.5
	First Quartile	~	~	~	~	~	22.1
	Percentile Rank	~	~	~	~	~	55.0
040006	Bolton High School						
	Fourth Quartile	~	~	~	~	~	37.0
	Third Quartile	~	~	~	~	~	26.0
	Second Quartile	~	~	~	~	~	21.4
	First Quartile	~	~	~	~	~	15.6
	Percentile Rank	~	~	~	~	~	62.0
040011	Buckeye High School						
	Fourth Quartile	~	~	~	~	~	33.7
	Third Quartile	~	~	~	~	~	31.4
	Second Quartile	~	~	~	~	~	24.4
	First Quartile	~	~	~	~	~	10.5
	Percentile Rank	~	~	~	~	~	62.0
040014	Glenmora High School						
	Fourth Quartile	~	~	~	~	~	42.9
	Third Quartile	~	~	~	~	~	35.7
	Second Quartile	~	~	~	~	~	10.7
	First Quartile	~	~	~	~	~	10.7
	Percentile Rank	~	~	~	~	~	66.0
040028	Oak Hill High School						
	Fourth Quartile	~	~	~	~	~	13.9
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	38.9
	First Quartile	~	~	~	~	~	22.2
	Percentile Rank	~	~	~	~	~	46.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040030	Peabody Magnet High School						
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	23.1
	Second Quartile	~	~	~	~	~	47.2
	First Quartile	~	~	~	~	~	16.7
	Percentile Rank	~	~	~	~	~	45.0
040033	Pineville High School						
	Fourth Quartile	~	~	~	~	~	29.7
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	23.6
	First Quartile	~	~	~	~	~	18.1
	Percentile Rank	~	~	~	~	~	58.0
040035	Plainview High School						
	Fourth Quartile	~	~	~	~	~	28.6
	Third Quartile	~	~	~	~	~	21.4
	Second Quartile	~	~	~	~	~	35.7
	First Quartile	~	~	~	~	~	14.3
	Percentile Rank	~	~	~	~	~	52.0
040037	Rapides High School						
	Fourth Quartile	~	~	~	~	~	19.2
	Third Quartile	~	~	~	~	~	21.2
	Second Quartile	~	~	~	~	~	53.8
	First Quartile	~	~	~	~	~	5.8
	Percentile Rank	~	~	~	~	~	51.0
040048	Tioga High School						
	Fourth Quartile	~	~	~	~	~	25.9
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	27.4
	First Quartile	~	~	~	~	~	17.8
	Percentile Rank	~	~	~	~	~	53.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
040055	Northwood High School						
	Fourth Quartile	~	~	~	~	~	13.8
	Third Quartile	~	~	~	~	~	41.4
	Second Quartile	~	~	~	~	~	31.0
	First Quartile	~	~	~	~	~	13.8
	Percentile Rank	~	~	~	~	~	51.0
040059	Aiken, Ewell S. Optional School						
	Fourth Quartile	~	~	~	~	~	7.7
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	7.7
	First Quartile	~	~	~	~	~	84.6
	Percentile Rank	~	~	~	~	~	12.0
District							
	Fourth Quartile	~	~	~	~	~	27.2
	Third Quartile	~	~	~	~	~	26.9
	Second Quartile	~	~	~	~	~	28.4
	First Quartile	~	~	~	~	~	17.5
	Percentile Rank	~	~	~	~	~	55.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 10: American College Test (ACT) Results
Average Composite Scores

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
040003 Alexandria Senior High School	20.1	20.8	20.1	20.2	20.5	21.5
040006 Bolton High School	20.8	19.9	20.4	20.7	20.5	20.3
040011 Buckeye High School	20.2	20.5	20.6	20.3	20.0	19.5
040014 Glenmora High School	19.6	20.7	18.7	19.9	18.8	20.9
040028 Oak Hill High School	18.3	19.0	18.8	18.3	18.3	20.3
040030 Peabody Magnet High School	18.0	18.5	16.7	17.0	18.0	17.2
040033 Pineville High School	20.9	19.7	20.5	20.8	20.5	20.4
040035 Plainview High School	20.1	19.4	16.3	17.1	17.0	19.4
040037 Rapides High School	20.0	19.6	19.8	20.3	19.7	18.6
040048 Tioga High School	19.8	18.7	19.2	20.1	20.3	20.6
040055 Northwood High School	17.3	18.4	18.7	19.5	17.8	18.7
040059 Aiken, Ewell S. Optional School	~	~	~	21.0	17.3	22.0
District (Public)	20.0	19.7	19.5	19.8	19.8	20.1
State (Public and Nonpublic)	19.5	19.4	19.4	19.4	19.4	19.5
Nation (Public and Nonpublic)	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

First-Time Freshmen Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

-
- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040003	Alexandria Senior High School												
	Number of High School Graduates ¹		241		188		212		192		167		~
	HS Graduates Who Were First-time College Freshmen	47.30	114	56.38	106	40.09	85	54.17	104	49.10	82	~	~
	First-time Freshmen Enrolled in College Remedial Courses	54.39	62	59.43	63	45.88	39	46.15	48	45.12	37	~	~
040006	Bolton High School												
	Number of High School Graduates ¹		161		149		135		137		160		~
	HS Graduates Who Were First-time College Freshmen	44.10	71	40.94	61	53.33	72	43.07	59	43.13	69	~	~
	First-time Freshmen Enrolled in College Remedial Courses	59.15	42	54.10	33	62.50	45	55.93	33	46.38	32	~	~
040011	Buckeye High School												
	Number of High School Graduates ¹		55		80		75		67		86		~
	HS Graduates Who Were First-time College Freshmen	49.09	27	33.75	27	38.67	29	47.76	32	31.40	27	~	~
	First-time Freshmen Enrolled in College Remedial Courses	48.15	13	66.67	18	58.62	17	43.75	14	44.44	12	~	~
040014	Glenmora High School												
	Number of High School Graduates ¹		21		26		35		24		36		~
	HS Graduates Who Were First-time College Freshmen	33.33	7	23.08	6	37.14	13	33.33	8	55.56	20	~	~
	First-time Freshmen Enrolled in College Remedial Courses	85.71	6	66.67	4	69.23	9	62.50	5	45.00	9	~	~
040028	Oak Hill High School												
	Number of High School Graduates ¹		40		45		39		50		43		~
	HS Graduates Who Were First-time College Freshmen	35.00	14	31.11	14	46.15	18	32.00	16	41.86	18	~	~
	First-time Freshmen Enrolled in College Remedial Courses	78.57	11	78.57	11	61.11	11	68.75	11	66.67	12	~	~
040030	Peabody Magnet High School												
	Number of High School Graduates ¹		163		259		160		150		145		~
	HS Graduates Who Were First-time College Freshmen	36.81	60	24.71	64	65.63	105	86.67	130	73.10	106	~	~
	First-time Freshmen Enrolled in College Remedial Courses	63.33	38	64.06	41	75.24	79	60.00	78	67.92	72	~	~
040033	Pineville High School												
	Number of High School Graduates ¹		209		187		191		240		198		~
	HS Graduates Who Were First-time College Freshmen	40.67	85	52.41	98	44.50	85	48.75	117	55.56	110	~	~
	First-time Freshmen Enrolled in College Remedial Courses	61.18	52	38.78	38	42.35	36	37.61	44	45.45	50	~	~
040035	Plainview High School												
	Number of High School Graduates ¹		4		19		11		8		12		~
	HS Graduates Who Were First-time College Freshmen	25.00	1	15.79	3	36.36	4	25.00	2	33.33	4	~	~
	First-time Freshmen Enrolled in College Remedial Courses	100.00	1	33.33	1	75.00	3	100.00	2	100.00	4	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
040037 Rapides High School													
	Number of High School Graduates ¹		54		46		57		54		49		~
	HS Graduates Who Were First-time College Freshmen	57.41	31	60.87	28	45.61	26	46.30	25	48.98	24	~	~
	First-time Freshmen Enrolled in College Remedial Courses	80.65	25	75.00	21	61.54	16	48.00	12	58.33	14	~	~
040048 Tioga High School													
	Number of High School Graduates ¹		182		154		188		217		~		~
	HS Graduates Who Were First-time College Freshmen	37.36	68	37.66	58	27.66	52	35.94	78	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	60.29	41	50.00	29	59.62	31	58.97	46	~	~	~	~
040055 Northwood High School													
	Number of High School Graduates ¹		40		25		41		26		31		~
	HS Graduates Who Were First-time College Freshmen	22.50	9	28.00	7	24.39	10	30.77	8	22.58	7	~	~
	First-time Freshmen Enrolled in College Remedial Courses	55.56	5	85.71	6	40.00	4	50.00	4	71.43	5	~	~
040058 Rapides P.M. High School													
	Number of High School Graduates ¹		~		~		~		1		Closed		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	~	~	100.00	1	Closed	Closed	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	~	~	100.00	1	Closed	Closed	~	~
040059 Aiken, Ewell S. Optional School													
	Number of High School Graduates ¹		~		~		~		58		3		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	~	~	6.90	4	66.67	2	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	~	~	75.00	3	100.00	2	~	~
District (Public)													
	Number of High School Graduates ¹		1,170		1,178		1,144		1,224		930		~
	HS Graduates Who Were First-time College Freshmen	41.62	487	40.07	472	43.62	499	47.71	584	50.43	469	~	~
	First-time Freshmen Enrolled in College Remedial Courses	60.78	296	56.14	265	58.12	290	51.54	301	53.09	249	~	~
State (Public)													
	Number of High School Graduates ¹		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

Percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

middle/junior high category—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

